Where we are in place and time – Colonizing the Earth

ELA Standards	**LAFS.5.RI.1.3** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **LAFS.5.RI.2.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **LAFS.5.RI.3.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **LAFS.5.W.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g. "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact]). B. Apply grde 5 Reading standards to informational texts (e.g. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")

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Math Standards

MAFS.5.NBT.2.5 Fluently multiply multi-digit whole numbers using standard algorithm
MAFS.5.NBT.2.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.5.NBT.2.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MAFS.5.NF.1.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
MAFS.5.NF.1.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
MAFS.5.NF.2.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
MAFS.5.NF.2.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

MAFS.5.NF.2.5 Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

MAFS.5.NF.2.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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	MAFS.5.NF.2.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* b. Interpret division of a whole number by a unit fraction, and compute such quotients.*For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*
Science Standards	**SC.5.E.5.1** Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. **SC.5.E.5.2** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. **SC.5.E.5.3** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. **SC.5.E.7.1** Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.
Social Studies Standards	**SS.5.A.5.3** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. **SS.5.A.5.4** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. **SS.5.A.5.5** Examine and compare major battles and military campaigns of the American Revolution. **SS.5.A.5.6** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. **SS.5.A.5.7** Explain economic, military, and political factors which led to the end of the Revolutionary War. **SS.5.A.5.8** Evaluate the personal and political hardships resulting from the American Revolution. **SS.5.A.5.9** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). **SS.5.A.6.1** Describe the causes and effects of the Louisiana Purchase.