

Power Standards Cover Sheet for 5th grade Dual-Language Reading and Social Studies Curriculum

El Territorio y sus Primeros Habitantes (4 week unit) August 20-September 14

ELA Power Standards

Common Core State Standards

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Spanish Language Standards

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

b. Escriben correctamente las palabras con enclíticos (verbo + pronombre o artículo o ambos). (Ejemplo: cántamela, lávame, consíguemela).

f. Escriben sin mayúscula los adjetivos gentilicios (ejemplo: estadounidense, oaxaqueño, costarricense).

Social Studies Power Standards

New Mexico Standards and Benchmarks

STRAND : Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will

Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues: **Standards 5.1,** make and use different kinds of maps, globes, charts and databases; 2. demonstrate how different areas of the United States are organized and interconnected; 3. identify and locate each of the fifty states and capitols of the United States; 4. identify tribal territories within states; 5. employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections); 6. demonstrate a relational understanding of time zones; 7. use spatial organization to communicate information; and 8. identify and locate natural and man-made features of local, regional, state, national and international locales.

Exploración y Colonización (4 week unit) September 17-October 12

ELA Power Standards

Common Core State Standards

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras al nivel de grado aplicando un análisis sistemático:

1. Cuentan el número de sílabas. 2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima). 3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula, sobresdrújula). 4. Determinan el sonido o la letra en que termina la palabra (vocal, consonante, /n/ o /s/). 5. Escriben el acento ortográfico si es necesario. 6. Justifican la acentuación de palabras de acuerdo a las reglas ortográficas. d. Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico de acuerdo con su significado en contexto (hacia/hacia, sabia /sabía, río/rio)

Social Studies Power Standards

New Mexico Standards and Benchmarks

STRAND : History Content

Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

Benchmark 1-B: United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history:

5.1, explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson); 2. describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore); 3. explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence, the federalist papers, United States constitution, bill of rights, the Gettysburg address); 4. identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war); 5. describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict; and 6. explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, assemblies).

Formación de las Trece Colonias (4 week unit) October 15-November 9

ELA Power Standards Common Core State Standards

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.

b. Forman y usan los tiempos perfectos o verbos compuestos con haber y el participio pasado (ejemplo: Yo había caminado; Yo he caminado; Yo habré caminado).

h. Reconocen y explican el cambio del acento ortográfico en palabras inflexionadas (joven/ jóvenes; francés/franceses; unión/uniones) i. Usan el acento ortográfico correctamente en palabras enclíticas (verbo + pronombre o artículo o ambos; por ejemplo: cántamela, lávame, consíguemela).

Social Studies Power Standards New Mexico Standards and Benchmarks

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:

Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):

5.1 explain how the three branches of national government function and explain how they are defined in the United States constitution; 2. identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as “life, liberty, and the pursuit of happiness,” the rule of law, justice, equality under the law); 3. identify and describe the significance of American symbols, landmarks and essential documents (e.g., declaration of independence; United States constitution; bill of rights; the federalist papers; Washington, D.C.; liberty bell; Gettysburg address; statue of liberty; government to government accords; treaty of Guadalupe Hildago; Gadsden purchase); and 4. compare and contrast the basic government sovereignty of local, state, tribal and national governments.

Las Trece Colonias (4 week unit) November 12-December 15

ELA Power Standards Common Core State Standards

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.

d. Reconocen y corrigen cambios inapropiados en el tiempo de los verbos.* (Ejemplo: falta de concordancia entre sujeto y verbo; uso incorrecto de pretérito vs. copretérito; falta de uso del subjuntivo).

g. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) y letras mudas (H/h; u en las sílabas gue, gui, que, qui) en palabras a nivel de grado.

Social Studies Power Standards New Mexico Standards and Benchmarks

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:

Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):

5.1 explain how the three branches of national government function and explain how they are defined in the United States constitution; 2. identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as “life, liberty, and the pursuit of happiness,” the rule of law, justice, equality under the law); 3. identify and describe the significance of American symbols, landmarks and essential documents (e.g., declaration of independence; United States constitution; bill of rights; the federalist papers; Washington, D.C.; liberty bell; Gettysburg address; statue of liberty; government to government accords; treaty of Guadalupe Hildago; Gadsden purchase); and 4. compare and contrast the basic government sovereignty of local, state, tribal and national governments.

La Revolución Americana (6 week unit) Chapter January 14-February 8

ELA Power Standards Common Core State Standards

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.

e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: Ni esto, ni aquello).

d. Usan la letra cursiva o bastardilla para indicar los títulos de las obras.

Social Studies Power Standards New Mexico Standards and Benchmarks

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:

6.3 describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: a. location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country; June 2009 4 b. life of Confucius and the fundamental teachings of Confucianism and Taoism; c. rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming); d. historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder);

La Guerra de Independencia (4 week unit) February 12- March 8

ELA Power Standards Common Core State Standards

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

f. Reconocen y aplican correctamente la concordancia entre el sujeto, el verbo y el complemento indirecto (ejemplo: A mí me gustas tú; Tú me gustas a mí).

l. Emplean correctamente el pronombre “se” y el singular o plural del verbo para expresar la voz pasiva (ejemplo: Se vende chocolate. Se venden libros).

Social Studies Power Standards New Mexico Standards and Benchmarks

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

Benchmark 1C: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:

6.5 compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include:

a. influence of Mediterranean geography on the development and expansion of the civilizations;

b. development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi);

c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy);

d. contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus);

Una Nación en Crecimiento (4 week unit) March 18- April 12

ELA Power Standards Common Core State Standards

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

g. Distinguen y explican el uso de formas paralelas (ser/estar; por/para; tú/usted) según el contexto y significado de la oración.

k. Reconocen y usan correctamente los verbos irregulares en sus tiempos y modos, como futuro (haber = habré, habrá); gerundio (sentir = sintiendo); participio pasado (haber = hecho), pretérito (andar = anduvo).

Social Studies Power Standards New Mexico Standards and Benchmarks

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:

3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national); 5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government: Grade Performance Standards 5 1. describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: a. colonists' and Native Americans' shared sense of individualism, independence and religious freedom that developed before the revolution; b. articles of confederation; c. purpose of the constitutional convention; d. natural rights expressed in the declaration of independence; and 2. describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin.

La Joven Republica (4 week unit) April 15-May 10

ELA Power Standards Common Core State Standards

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

h. Identifican y emplean toda clase de conjunciones, tales como: concesivas (aunque, por más que, a pesar de que), condicionales (en caso de, siempre que) y finales (de modo que, a fin de que, con el objeto de).

j. Reconocen cuando el pronombre en función de sujeto se integra al verbo (ejemplo: yo hablo = hablo) y cuando se usa el pronombre para enfatizar o aclarar (ejemplo: Él fue el culpable).

Social Studies Power Standards New Mexico Standards and Benchmarks

Strand: Civics and Government

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Los Tiempos de la Guerra Civil (2 week unit) May 13-May 22

ELA Power Standards
Common Core State Standards

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Spanish Language Standards

i. Identifican y explican el uso de “a” personal con los complementos directos nombrando personas o mascotas (ejemplo: Recuerdo a mi abuela. Juan ve a Carlos. ¿Ve Juan a Carlos? Baño a mi perro).

Social Studies Power Standards
New Mexico Standards and Benchmarks

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:

3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity: Grade Performance Standards
5 1. explain the significance and importance of American customs, symbols, landmarks and celebrations; 2. identify and summarize contributions of various racial, ethnic and religious groups to national identity; and 3. describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities. 6 1. describe the significance of leadership in democratic societies and provide examples of local, national and international