Homeroom Yearly Plan 2026-2027
Grade 5

August 24, 2026–November 2, 2026	November 3, 2026--January 14, 2027	January 15, 2027--March 18, 2027	March 19, 2027--June 10, 2027
English			
• Unit 1 - Personal Narratives (similes, metaphors, personification, point of view) • Unit 2 - The Aztec, Maya and Inca (paraphrasing, informative writing)	• Unit 3 - Poetry (poetic devices, poetic forms) • Unit 5 - The deep blue world (Oceans) (characteristics, informational texts, main ideas/details, descriptive writing, paragraph structure, revisions & editing)	• Unit 6 - Cultures and Histories: Native Americans (vocabulary, comprehension & inference, themes & illustrations, conjunctions, verb tenses, word parts, opinion essay writing)	• Unit 9 - The Phantom Tollbooth (character analysis, relationships, structure, vocabulary, point of view, figurative language, summaries, narrative writing)
Math			
• Chapter 1- Place Value and Whole Numbers • Chapter 2 - Understand Multiplication and Division of Whole Numbers • Chapter 3 - Practice Multiplication and Division of Whole Numbers	• Chapter 4 - Place Value and Decimals • Chapter 5 - Add and Subtract Decimals • Chapter 6 - Multiply Decimals and Whole Numbers • Chapter 7 - Multiply Decimals	• Chapter 8 - Divide Decimals • Chapter 9 - Add and Subtract Fractions with Unlike Denominators • Chapter 10 - Add and Subtract Fractions and Mixed Numbers with Unlike Denominators • Chapter 11 - Multiply Fractions	• Chapter 12 - Divide Fractions • Chapter 14 - Perimeter and Area of Rectangles with Fractional and Decimal Side Lengths • Chapter 16 - Volume • Chapter 17 - Convert Units of Measure • Chapter 18 - Graphs and Patterns
Science			
• Unit 1 - Patterns of Earth & Sky	• Unit 2 - Ecosystem Restoration	• Unit 3 - The Earth System **Chapter 1: Why is East Ferris**	• Unit 4 - Modeling Matter **Chapter 1: Why did the food**

Chapter 1: Why don't we see a lot of stars in the daytime? ● Students explore where stars are in space relative to Earth. ● They learn why we see the sun during the day and other stars at night. ● Using simulations and readings, they discover that the sun is the only star in our solar system. ● They apply this understanding to explain why an artifact doesn't show the sun and other stars together. **Chapter 2: Why is the sun up sometimes, but not other times?** ● Focus shifts to daily star patterns and why they occur. ● Students use simulations, models, and readings to explore Earth's rotation and gravity. ● They practice looking for patterns in scientific data. ● They explain why the	**Chapter 1: Why aren't the jaguars and sloths growing and thriving?** ● Students investigate why animals in a Costa Rican rainforest aren't thriving. ● They explore how animals grow by modeling how matter moves through food chains. ● Learn that all living things are made of matter, and matter transfers through food—food matter becomes body matter or is used for energy. ● Use simulations and evidence-based arguments to explain how matter and energy flow in ecosystems. **Chapter 2: Why aren't the cecropia trees growing and thriving?** ● Focus shifts to why cecropia trees aren't thriving in the same area. ● Students investigate where plants get their food molecules and how energy flows through ecosystems. ● Learn that plants make their own food using carbon dioxide, water,	**running out of water while West Ferris is not?** ● Students learn about the distribution of water on Earth and causes of water shortages through readings, videos, and models. ● They discover that human water use and interactions between the hydrosphere and biosphere can deplete groundwater reservoirs. **Chapter 2: Why does more rain form over West Ferris than East Ferris?** ● Students investigate evaporation and condensation through hands-on experiments and simulations. ● They learn how temperature and water vapor influence rainfall and connect these ideas to the water cycle. ● Apply understanding to design freshwater collection systems. **Chapter 3: Why is more water vapor getting cold over West Ferris than East Ferris?**	**coloring separate into different dyes?** ● Students take on the role of food scientists investigating a food dye mixture. ● They use paper chromatography to separate dyes and explore why separation occurs. ● Introduced to the particulate model of matter, they learn that molecules differ in size, shape, weight, and attraction, which affects how mixtures separate. ● Students interpret and revise models to explain how chromatography works. **Chapter 2: Why do some salad dressings have sediments, and others do not?** ● The new challenge is to design a salad dressing that stays evenly mixed without sediment. ● Students explore why some dressings have sediment while others don't by investigating the phenomenon of dissolving using hands-on activities, readings, and

artifact shows a repeating pattern of the sun and stars across panels. **Chapter 3: Why do we see different stars at different times of year?** ● Students investigate yearly patterns of visible stars caused by Earth's orbit around the sun. ● They track constellations over time and connect these patterns to historical human observations. ● They identify constellations on the artifact and infer what the missing piece might show. **Chapter 4: How can we investigate why we see different stars on different nights?** ● Students design and carry out their own investigations of star patterns. ● They read about a real astronomer to connect	and sunlight, and use food molecules for growth and energy. ● Continue practicing scientific argumentation by supporting claims with evidence. **Chapter 3: Why aren't the cecropia trees growing and thriving in the soil?** ● Students explore the role of soil and decomposers in plant growth. ● Analyze data and conduct investigations to find why soil conditions affect tree health. ● Learn that nutrients from soil—recycled by decomposers—are essential for plant growth. ● Conclude the unit by writing evidence-based arguments about how to help the rainforest ecosystem recover.	● Students learn that temperature decreases with altitude, causing water vapor to condense higher in the atmosphere. ● Use this understanding to refine explanations of rainfall differences and revise their water collection designs. **Chapter 4: Why is there more water vapor high up over West Ferris than East Ferris?** ● Students study mountain and wind effects—the rain shadow effect—to explain rainfall patterns. ● They model how Earth system interactions (wind, mountains, and moisture movement) cause more rain on one side of the island. ● Continue iterating on engineering designs for water collection. **Chapter 5: How can East Ferris turn wastewater into clean freshwater?** ● Students explore chemical reactions in wastewater treatment through experiments, readings, and nanoscale modeling.	simulations. **Chapter 3: Why can salad-dressing ingredients separate again after being mixed?** ● Students investigate why salad-dressing ingredients can separate after mixing. ● They study mixability of liquids (e.g., oil and vinegar) and create molecular models to explain why some liquids mix and others do not. ● They test emulsifiers that help unmixable liquids stay mixed. ● Students conclude that molecular properties determine how substances behave and interact, applying this understanding to explain how emulsifiers work in salad dressing.

classroom work to real science practices. ● Through data collection and revision, they learn that scientific investigation involves persistence and iteration. ● They recognize that identifying patterns is key to developing scientific explanations.		● Learn how adding substances removes contaminants and produces clean water. ● Conclude with a mock town hall, presenting evidence-based solutions to East Ferris's water shortage.	
Social Studies			
● Unit 1: Human Settlements (Identify why particular locations are used for certain activities).	● Unit 2: Human migration affects communities, cultures, and individuals.	● Unit 3: Government: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	● Unit 4: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.