

LAKESIDE UNION SCHOOL DISTRICT

**PARENT BENCHMARK
HANDBOOK
FOR
PROGRESS REPORT**

FIFTH GRADE

What is the Progress Report?

The progress report is the tool fifth grade teachers use to report student progress to parents. It is a listing of the benchmarks that fifth grade students will achieve as they grow and develop toward the Lakeside/California Standards for Academic Achievement.

A child's development occurs in four main areas – emotional, social, cognitive (science, social studies, language arts, and mathematics), and physical. It is important to value development in all four areas and not just one, to ensure that the child reaches his/her full potential. The early years are essential in setting the foundation for future success in school and in life. A child's attitude toward his/her own abilities as a learner is formed during early school experiences. A child who knows success in all areas of his/her early school experiences will develop a positive attitude toward school and learning.

Fifth grade benchmarks are assessed three times during the year; December, March, and June. Since each child develops in his/her own unique manner, it is a realistic expectation that different children will be in different places in development at the same point in time.

How do I read the Progress Report?

The marking key in the upper left corner of the report card indicates the four levels of proficiency toward achieving the benchmarks being evaluated. Teachers will use developmentally appropriate benchmarks in December and March to evaluate a student in each cognitive, social and physical area. Teachers will use the California State Standards to evaluate student progress in June. In this handbook we have indicated for parents the level three – “At Grade Level” expectation for December, March, and June.

The / (slash) may be used for a specific area to which students have not yet been exposed. The slash / may also be used in an area where a student has met the standard in a previous report period. In this case the slash / indicates the learning for that area is completed and the student has advanced to more sophisticated skills encompassed in another area.

The areas of Visual Arts, Performing Arts, Physical Education and Work Habits are evaluated on student participation. In these areas the **C = Consistently, S= Sometimes, R = Rarely.**

Why is Lakeside Union School District using the Standards Progress Report?

The fifth grade Standards Progress Report was developed in response to the California State Department of Education development of the State Standards for Achievement in the curriculum areas. The evaluation of student progress toward the achievement of the benchmark/standards gives parents what they need to know to help improve future learning opportunities, and be aware of the learning strengths and weaknesses of their child.

How do I use the Parent Handbook?

The Progress Report Parent Handbook is designed to provide parents with information on each of the items listed on the progress report. The items are listed in the same order as on the report. The December and March “at grade level” benchmarks and the June expected grade level standards are listed for each area. For some items, further explanation of the benchmark or standard may be given.

LANGUAGE ARTS

READING

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

DECEMBER BENCHMARKS

- Reading rate 110 words per minute or above on grade level assessment
- 5-10 errors on Oral Reading Accuracy grade level assessment
- Fluency score of 2-3 on fluency rubric on grade level reading
- Identifies homographs, synonyms, antonyms

MARCH BENCHMARKS

- Reading rate 127 words per minute or above on grade level assessment
- 5-10 errors on Oral Reading Accuracy grade level assessment
- Fluency score of 2-3 on fluency rubric on grade level reading
- Uses word origins to determine meaning of unknown words
- Identifies Latin and Greek roots and affixes (including prefixes and suffixes to analyze complex words)

JUNE BENCHMARKS

- Reading rate 139 words per minute on grade level assessment
- 5-10 errors on Oral Reading Accuracy grade level assessment
- Fluency score of 2-3 on fluency rubric on grade level reading
- Understands and explains the figurative and metaphorical use of words in context

EXPLANATION

Reading rate is “correct words per minute”, so the reading rate is calculated after the errors are subtracted.

READING COMPREHENSION

DECEMBER BENCHMARKS

- Within Benchmarks on grade level assessment in comprehension and retelling
- Uses text features to make information accessible and useable (ie. Maps, graphs, charts diagrams)
- Identifies main ideas and concepts in reading
- Analyzes text that is organized in sequential or chronological order
- Draws inferences, conclusions, or generalizations about text and supports them with textual evidence and prior knowledge

MARCH BENCHMARKS

- Within Benchmarks on Grade level assessment in comprehension and retell
- Understands how text features make information accessible and useable (ie. Maps, graphs, charts diagrams)
- Identifies main ideas and concepts in text, identifies and assesses evidence that supports those ideas
- Analyzes text that is organized in sequential or chronological order
- Draws inferences, conclusions, or generalizations about text and supports them with textual evidence and prior knowledge

JUNE BENCHMARKS

- Within Benchmarks on grade level assessment in comprehension and retell
- Understands how text features make information accessible and useable (ie. Maps, graphs, charts diagrams)
- Analyzes text that is organized in sequential or chronological order
- Draws inferences, conclusions, or generalizations about text and supports them with textual evidence and prior knowledge

EXPLANATION

Teachers use content areas such as science or social studies, to help evaluate benchmark. Though benchmarks are the same students are working from more sophisticated reading as year progresses.

LANGUAGE ARTS (Continued)

READING (continued)

LITERARY RESPONSE AND ANALYSIS

DECEMBER BENCHMARKS

- Identifies and analyzes the characteristics of grade –level poetry, drama, fiction, and non-fiction
- Explains the appropriateness of the above literary forms chosen by an author for a specific purpose
- Identifies the main problem or conflict of the plot and explains how it is resolved

MARCH BENCHMARKS

- Recognizes and relates the theme of a fiction selection to the meaning or moral
- Compares and contrasts the actions, motives, and appearances of characters in a fiction selection
- Discusses the importance of the contrasts of the plot or theme of a selection

JUNE BENCHMARKS

- Describes the function and effects of common literary devices (e.g. imagery, simile, metaphor and symbolism)
- Evaluates the author’s use of *various* techniques to influence readers’ perspective (e.g. appeal of characters in a picture book, logic and credibility of plots & settings, use of figurative language)
- Evaluates the meaning of typical patterns/themes **AND** symbols that are found in myth and tradition by using literature from different eras and cultures
(Patterns/themes such as good vs. evil, adversity builds character) (Symbols such as water=life, animals represent certain traits)

EXPLANATION

LANGUAGE ARTS (Continued)

WRITING

WRITING STRATEGIES AND APPLICATIONS

DECEMBER BENCHMARKS

- Writes multi-paragraph narratives developing:
 1. Plot or situation
 2. Setting
 3. Ending
- Writes multi-paragraph expository compositions:
 1. Establishing a topic, important ideas, or events in sequence or chronological order
 2. Providing details and transitional expressions that link one paragraph to another in a clear line of thought
 3. Offer a concluding paragraph that summarizes important ideas and details
- Edits and revises writing to improve meaning and focus of writing by adding, deleting, clarifying and rearranging words and sentences
- Uses a dictionary as an aid in writing
- Creates simple documents using electronic media (passwords, pull down menus, spell check)
- Writes **narratives**:
 1. Establishing a plot, point of view, setting, and conflict
 2. Showing, rather than telling, the events of the story
- Writes **responses to literature**:
 1. Demonstrating an understanding of a literary work
 2. Supporting judgments through references to the text and to prior knowledge
 3. Developing interpretations that exhibit careful reading and understanding.
- Writes **research reports** about important ideas, issues, or events:
 1. Framing questions that direct the investigation
 2. Establishing a controlling idea
 3. Developing topic with simple facts, details, examples, explanations
- Writes **persuasive** letters or compositions:
 1. Stating a clear position
 2. Supporting the position with relevant evidence
 3. Following a simple organizational pattern
 4. Addressing reader concerns

LANGUAGE ARTS (Continued)

WRITING (continued)

WRITING STRATEGIES AND APPLICATIONS (Continued)

MARCH BENCHMARKS

- Writes multi-paragraph narratives developing:
 1. Plot or situation
 2. Setting
 3. Ending
- Writes multi-paragraph expository compositions:
 1. Establishing a topic, important ideas, or events in sequence or chronological order
 2. Providing details and transitional expressions that link one paragraph to another in a clear line of thought
 3. Offer a concluding paragraph that summarizes important ideas and details
- Edits and revises writing to improve meaning and focus of writing by adding, deleting, clarifying and rearranging words and sentences
- Uses a dictionary and thesaurus as an aid in writing
- Uses organizational features of printed text to locate relevant information (citations, bibliographic references)
- Creates documents using electronic media (passwords, pull down menus, spell check, word searches, cut /paste)
- Writes **narratives**:
 1. Establishing a plot, point of view, setting, and conflict
 2. Showing, rather than telling, the events of the story
- Writes **responses to literature**:
 4. Demonstrating an understanding of a literary work
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- Writes **research reports** about important ideas, issues, or events:
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- Writes **persuasive** letters or compositions:
 1. Stating a clear position
 2. Supporting the position with relevant evidence
 3. Following a simple organizational pattern
 4. Addressing reader concerns

LANGUAGE ARTS (Continued)

WRITING (continued)

WRITING STRATEGIES AND APPLICATIONS (Continued)

JUNE BENCHMARKS

- Writes multi-paragraph narratives developing:
 1. Plot or situation
 2. Setting
 3. Ending
- Writes multi-paragraph expository compositions:
 1. Establishing a topic, important ideas, or events in sequence or chronological order
 2. Providing details and transitional expressions that link one paragraph to another in a clear line of thought
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 1. Framing questions that direct the investigation
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 1. Stating a clear position
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 3. Following a simple organizational pattern
 4. Addressing reader concerns

EXPLANATION

Students need to be able to compose a first draft and use the processes of revising and editing to bring the piece to a final draft.

Students work on a variety of genres - Narrative, Response to literature Research Reports, Persuasive Benchmarks for each trimester are the same. Each teacher will work on different styles of writing during different trimesters. One style of writing may be evaluated in more than one trimester if the skills for that writing style continue to be practiced and refined.

LANGUAGE ARTS (Continued)

WRITING (continued)

WRITING CONVENTIONS

DECEMBER BENCHMARKS

- Uses correct sentence structure; grammar, punctuation, capitalization and spelling
- Uses a colon to separate hours and minutes and to introduce a list; uses quotation marks around the exact words of a speaker and titles of poems, songs, short stories
- Identifies and correctly uses prepositional phrases, appositives, independent and dependent clauses
- Uses transitions and conjunctions to connect ideas
- Identifies and correctly uses verbs that are often misused (lie/lay, sit/set, rise/raise), modifiers, and pronouns
- Consistently spells words correctly in all writing

MARCH BENCHMARKS

- Uses correct sentence structure; grammar, punctuation, capitalization and spelling
- Uses a colon to separate hours and minutes and to introduce a list; uses quotation marks around the exact words of a speaker and titles of poems, songs, short stories
- Identifies and correctly uses prepositional phrases, appositives, independent and dependent clauses
- Uses transitions and conjunctions to connect ideas
- Identifies and correctly uses verbs that are often misused (lie/lay, sit/set, rise/raise), modifiers, and pronouns
- Spells roots, suffixes, prefixes, contractions, and syllable constructions correctly
- Consistently spells words correctly in all writing

JUNE BENCHMARKS

- Uses correct sentence structure; grammar, punctuation, capitalization and spelling
- Uses a colon to separate hours and minutes and to introduce a list; uses quotation marks around the exact words of a speaker and titles of poems, songs, short stories
- Identifies and correctly uses prepositional phrases, appositives, independent and dependent clauses
- Uses transitions and conjunctions to connect ideas
- Identifies and correctly uses verbs that are often misused (lie/lay, sit/set, rise/raise), modifiers, and pronouns
- Consistently spells words correctly in all writing

EXPLANATION

Benchmark expectations for writing conventions change little throughout the year, however the writing styles change.

LANGUAGE ARTS (Continued)

SPEAKING
SPEAKING STRATEGIES/APPLICATIONS
<p style="text-align: center;">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none">▪ Selects a focus, an organizational structure, and point of view for an oral presentation▪ Uses effective rate, volume, pitch, and tone and aligns nonverbal elements to sustain audience interest and attention▪ Identifies, analyzes, and critiques persuasive techniques (promises, dares, flattery, glittering generalities)▪ Identifies logical fallacies used in oral presentations and media messages
<p style="text-align: center;">MARCH BENCHMARKS</p> <ul style="list-style-type: none">▪ Delivers an oral response to literature summarizing significant events and details and articulating an understanding of several ideas or images communicated by the literary work and uses examples or textual evidence from the work to support conclusions▪ Selects a focus organizational structure, and point of view for an oral presentation▪ Uses effective rate, volume, pitch, and tone and aligns nonverbal elements to sustain audience interest and attention▪ Identifies, analyzes, and critiques persuasive techniques (promises, dares, flattery, glittering generalities)▪ Identifies logical fallacies used in oral presentations and media messages
<p style="text-align: center;">JUNE BENCHMARKS</p> <ul style="list-style-type: none">▪ Delivers informative presentations about an important idea, issue or event including the following: framing questions to direct the investigation, establishing a controlling idea or topic, developing the topic with facts, details, examples, and explanations
<p style="text-align: center;">EXPLANATION</p>

MATHEMATICS

NUMBER SENSE

DECEMBER BENCHMARKS

- Knows prime factors of all numbers through 50
- Uses exponents to show multiples of a factor
- Adds, subtracts, multidigit decimals
- Multiplies and divides multidigit numbers including decimals by multidigit divisors
- Analyzes problems using the following skills:
 - 1)identifies relationships, 2)distinguishes relevant from irrelevant information, 3)sequences and prioritizes information, 4)observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses variety of methods (words, numbers, symbols, charts, graphs, tables, diagrams, models) for explanation
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

MARCH BENCHMARKS

- Identifies and writes on a numberline decimals, fractions, mixed numbers, positive and negative integers
- Adds and subtracts fractions and mixed numbers reducing to simplest form
- Computes simple multiplication and division of fractions and applies these procedures to solving problems
- Analyzes problems using the following skills:
 - 1)identifies relationships, 2)distinguishes relevant from irrelevant information, 3)sequences and prioritizes information, 4)observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses variety of methods (words, numbers, symbols, charts, graphs, tables, diagrams, models) for explanation
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

JUNE BENCHMARKS

- Computes decimal and percent equivalents for common fractions
- Computes a given percent of a whole number using a decimal or a fraction
- Adds with positive/positive, positive/negative and negative/negative integers
- Subtracts with positive/positive, positive/negative and negative/negative integers
- Analyzes problems using the following skills:
 - 1)identifies relationships, 2)distinguishes relevant from irrelevant information, 3)sequences and prioritizes information, 4)observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses variety of methods (words, numbers, symbols, charts, graphs, tables, diagrams, models) for explanation
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

EXPLANATION

MATHEMATICS (Continued)

ALGEBRA AND FUNCTIONS

DECEMBER BENCHMARKS

- Uses information taken from a graph or equation to answer questions about a problem situation
- Uses a letter to represent an unknown number
- Writes a simple algebraic expression in one variable by substitution
- Analyzes problems using the following skills:
 - 1)identifies relationships, 2)distinguishes relevant from irrelevant information, 3)sequences and prioritizes information, 4)observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses a variety of methods such as words, numbers, symbols, charts, graphs, tables diagrams, and models to explain reasoning
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

MARCH BENCHMARKS

- Knows and uses the distributive property in equations and expressions with variables
- Analyzes problems using the following skills:
 - 1)identifies relationships, 2)distinguishes relevant from irrelevant information, 3)sequences and prioritizes information, 4)observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses a variety of methods such as words, numbers, symbols, charts, graphs, tables diagrams, and models to explain reasoning
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

JUNE BENCHMARKS

- Identifies and graphs ordered pairs in the four quadrants of the coordinate plane
- Solves problems involving linear functions with integer values, writes the equation, and graphs the resulting ordered pairs on a grid
- Analyzes problems using the following skills:
 - 1)identifies relationships, 2)distinguishes relevant from irrelevant information, 3)sequences and prioritizes information, 4)observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses a variety of methods such as words, numbers, symbols, charts, graphs, tables diagrams, and models to explain reasoning
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

EXPLANATION

MATHEMATICS (Continued)

MEASUREMENT AND GEOMETRY

DECEMBER/MARCH/JUNE BENCHMARKS

- Derives and uses formula for the area of triangle and parallelogram by comparing it with the formula for the area of a rectangle
- Constructs a cube and rectangular box from 2-dimensional patterns and uses these patterns to compute the surface area
- Knows how to compute volume of rectangular solids and uses appropriate units in common measuring systems
- Differentiates between and uses appropriate units of measures for 2 and 3-dimensional objects
- Measures, identifies, & draws angles, perpendicular & parallel lines, rectangles, & triangles using appropriate tools
- Knows the sum of the angles of any triangle is 180 & the sum of angles of any quadrilateral is 360 and uses this to solve problems
- Visualizes & draws 2-dimensional views of 3-dimensional objects made from rectangular solids
- Analyzes problems using the following skills:
 - identifies relationships
 - distinguishes relevant from irrelevant information
 - sequences and prioritizes information
 - observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses a variety of methods such as words, numbers, symbols, charts, graphs, tables diagrams, and models to explain reasoning
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

EXPLANATION

Each teacher may address these standards at different times of the year. The standards listed are for the end of the unit.

MATHEMATICS (Continued)

STATISTICS, DATA ANALYSIS, AND PROBABILITY

DECEMBER BENCHMARKS

BENCHMARKS ARE COVERED IN THE MARCH AND JUNE REPORTING PERIODS.

MARCH BENCHMARKS

- Computes mean, median, mode, and compares simple examples to show that they may differ
- Analyzes problems using the following skills:
 1. identifies relationships
 2. distinguishes relevant from irrelevant information
 3. sequences and prioritizes information
 4. observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems
- Uses a variety of methods such as words, numbers, symbols, charts, graphs, tables diagrams, and models to explain reasoning
- Expresses solutions clearly and logically by using the appropriate notation and terms
- Supports evidence in both verbal and symbolic work
- Develops generalizations of results obtained and applies them in other circumstances

JUNE BENCHMARKS

- Organizes and displays single variable data in appropriate graphs and representations
- Explains which type of graph is appropriate for various data sets
- Uses fractions and percentages to compare data sets of different sizes
- Writes ordered pairs correctly (ie: x,y)
- Analyzes problems using the following skills:
 - identifies relationships
 - distinguishes relevant from irrelevant information
 - sequences and prioritizes information
 - observes patterns
- Determines when and how to break a problem into simpler parts
- Uses estimation to verify answers
- Applies strategies from simpler problems to more complex problems

EXPLANATION

SCIENCE

LIFE SCIENCE

- Students describe multi-cellular organisms have specialized structures to support the transport of materials
- Students describe how blood circulates through the heart chambers, lungs, and body and carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues
- Students describe the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system
- Students describe the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder
- Students describe how sugar, water, and minerals are transported in a vascular plant
- Students describe how plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen
- Students describe how plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide and water
- Students classify objects with appropriate criteria
- Students develop a testable question
- Students plan and conduct a simple investigation based on a question and write instructions others can follow to carry out the procedure
- Students identify dependent and controlled variables in an investigation
- Students identify independent variables in an investigation and explain how this variable can be used to collect information to answer a question about the results
- Students select appropriate tools (thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations
- Students record data by using appropriate graphic representations (charts, graphs, and labeled diagrams) and make inferences based on those data
- Students draw conclusions from evidence and indicate what further information is needed
- Students write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions

SCIENCE (Continued)

PHYSICAL SCIENCE

- Students describe how the atoms in the reactants rearrange to form products with different properties during chemical reactions
- Students describe how atoms make up all matter and may combine to form molecules
- Students describe properties that metals have in common, such as high electrical thermal conductivity. They list some metals, such as aluminum(Al), iron(Fe), nickel(Ni) copper(Cu), silver(Ag), and gold(Au), that are pure elements; and others, such as steel and brass, that are composed of a combination of elemental metals
- Students describe how each element is made of one kind of atom and that the elements are organized in the periodic table by the chemical properties
- Students identify instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays
- Students describe the differences in chemical and physical properties of substances, such as sugar(C₆H₁₂O₆), water(H₂O), helium(He), oxygen(O₂), nitrogen(N₂), and carbon dioxide(CO₂)
- Students describe a few elements that compose living organisms and most materials
- Students describe the common properties of salts, such as sodium chloride (NaCl)
- Students classify objects with appropriate criteria.
- Students develop a testable question
- Students plan and conduct a simple investigation based on a question and write instructions others can follow to carry out the procedure
- Students identify dependent and controlled variables in an investigation
- Students identify independent variables in an investigation and explain how this variable can be used to collect information to answer a question about the results
- Students select appropriate tools (thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations
- Students record data by using appropriate graphic representations (charts, graphs, and labeled diagrams) and make inferences based on those data
- Students draw conclusions from evidence and indicate what further information is needed
- Students write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions

SCIENCE (Continued)

EARTH SCIENCE

- Students identify that most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface
- Students describe how liquid water evaporates, turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water
- Students describe how water vapor in the air moves from one place to another, can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow
- Students identify the amount of fresh water located in rivers, lakes, underground sources, and glaciers and that its availability can be extended by recycling and decreasing the use of water
- Students identify the origin of the water used by their local community
- Students describe how the uneven heating of Earth causes air movements (convection currents)
- Students describe the influence the ocean has on the weather and the role the water cycle plays in weather patterns
- Students describe the causes and effects of different types of severe weather
- Students demonstrate how to use weather maps and data to predict local weather and describe how weather forecasts depend on variables
- Students describe how the Earth's atmosphere exerts a pressure that decreases with distance above earth's surface and that it exerts this pressure equally in all directions
- Students describe how the sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium
- Students describe the solar system including the Earth, Moon, Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets
- Students describe how the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.
- Students write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions
- Students classify objects with appropriate criteria
- Students develop a testable question
- Students plan and conduct a simple investigation based on a question and write instructions others can follow to carry out the procedure
- Students identify dependent and controlled variables in an investigation
- Students identify independent variables in an investigation and explain how this variable can be used to collect information to answer a question about the results
- Students select appropriate tools (thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations
- Students record data by using appropriate graphic representations (charts, graphs, and labeled diagrams) and make inferences based on those data
- Students draw conclusions from evidence and indicate what further information is needed.
- Students write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions

EXPLANATION

Each teacher will address science standards at different times of the year depending on how they rotate the units. The standards listed are for the end of the unit.

HISTORY/SOCIAL SCIENCE

DECEMBER

United States Exploration and Settlers

Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

- Describes how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils
- Describes their varied customs and folklore traditions
- Explains their varied economies and systems of government

Students trace the routes of early explorers and describe the early explorations of the Americas.

- Describes the entrepreneurial characteristics of early explorers
- Describes the technological developments that made sea exploration by latitude and longitude possible (compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder)
- Explains the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (Spanish Reconquista, Protestant Reformation, Counter Reformation)
- Traces the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe
- Locates on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia

Students describe the cooperation and conflict that existed between the Indian nations and the new settlers.

- Describes the competition among the English, Spanish, Dutch, and Indian nations for control of North America
- Describes the cooperation that existed between the colonists and Indians during the 1600s and 1700s (in agriculture, the fur trade, military alliances, treaties, cultural interchanges)
- Examines the conflicts before the Revolutionary War. (The Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War)
- Discusses the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (the Trail of Tears)
- Describes the internecine Indian conflicts, including the competing claims for control of lands (actions of the Iroquois, Huron, Lakota[Sioux])
- Explains the influence and achievements of significant leaders of the time (John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah)

HISTORY/SOCIAL SCIENCE (Continued)

MARCH

Colonial Era the American Revolution

Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- Understands the influence of location and physical setting on the founding of the original 13 colonies, and identifies on a map the location of the colonies and of the American Indian nations already inhabiting these areas
- Identifies the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g. John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts)
- Describes the religious aspects of the earliest colonies (e.g. Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania)
- Identifies the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion
- Understands how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems
- Describes the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South
- Explains the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings
- Understands how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts)
- Knows the significance of the first and second Continental Congresses and of the Committees of Correspondence
- Understands the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain
- Describes the views, lives, and impact of key individuals during this period (e.g., King George II, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)

HISTORY/SOCIAL SCIENCE (Continued)

Colonial Era and the American Revolution CONTINUED

Students understand the course and consequences of the American Revolution.

- Identifies and maps the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides
- Describes the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben)
- Identifies the different roles women played during the Revolution (e.g. Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren)
- Understands the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering
- Explains how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution
- Demonstrates the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies impact on American Indians' land
- Understands how the ideals set forth in the Declaration of Independence changed the way people viewed slavery

HISTORY/SOCIAL SCIENCE (Continued)

JUNE

Westward Expansion

Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.

- Lists the shortcomings of the Articles of Confederation as set forth by their critics
- Explains the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights
- Understands the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primary of individual liberty
- Understands how the Constitution is designed to secure our liberty by both empowering and limiting central government and compares the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states
- Discusses the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution
- Knows the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”)

Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800’s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

- Discusses the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)
- Names the states and territories that existed in 1850 and identifies their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)
- Demonstrates knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont)
- Discusses the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)
- Describes the continued migration of Mexican settlers into Mexican territories of the West and Southwest
- Relates how and when California, Texas, Oregon, and the other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War

Students know the location of the current 50 states and the names of their capitals.

EXPLANATION

History/Social Science Units are taught in sequence. Teachers will mark each period for the standards they have covered during that marking period.

VISUAL ARTS

- Students will perceive and respond to works of art, objects in nature, events, and the environment. They will use the vocabulary of visual arts to express their observations.
- Students will apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Students will analyze the role and development of the visual **Cultural** arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Students will analyze, assess, and derive meaning from works of art, including their own, according to the elements of arts, the principles of design and aesthetic qualities., Students will apply what they learned in the visual arts across subject
- Students will apply what they learned in the visual arts across subject areas. They will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to life long learning and career skills. They will learn about careers in visual arts.

MUSIC

- Students will read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
- Students will apply vocal and instrumental musical skills in performing a varied repertoire of music. They will compose and arrange and improvise melodies, variations, and accompaniments.
- Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- Students will critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities and human responses.
- Students will apply what they learn in music across subject areas. They will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to life long learning and career skills. They will learn about careers in and related to music.

PHYSICAL EDUCATION

- Students will participate in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic movement.

WORK/SOCIAL HABITS

Completes Class Assignments in Timely Manner	<ul style="list-style-type: none"> ▪ Student finishes work within an appropriate time frame. 	<p>Suggested Home Activities: Encourage your child to complete household chores within a time frame. Set a timer or provide a clock for your child to see.</p>
Works Independently	<ul style="list-style-type: none"> ▪ Student gets work done by his/herself after directions are given. ▪ Student works without disrupting others. 	<p>Suggested Home Activities: Provide a place to do homework and the necessary materials. Encourage your child to do assignments without your help. Review the work when your child is finished,</p>
Completes Homework	<ul style="list-style-type: none"> ▪ Student completes regularly assigned homework and brings it to class. 	<p>Suggested Home Activities: Set a regular time for homework and have quiet task of your own to do while your child works. Divide homework assignments into manageable units for child's attention span.</p>
Listens and Follows Directions	<ul style="list-style-type: none"> ▪ Student follows oral directions. ▪ Student participates in routine activities. 	<p>Suggested Home Activities: Play games that foster following directions such as "Simon Says". Give your child household responsibilities and praise for acting responsibly.</p>
Works Productively with Others	<ul style="list-style-type: none"> ▪ Student takes turns with others. ▪ Student shares materials and space. ▪ Student waits his/her turn. ▪ Student shows respect to others. ▪ Student handles conflicts with words. ▪ Student is a willing worker. ▪ Student cooperates with other students and adults in the classroom and on the playground. 	<p>Suggested Home Activities: Encourage your child to initiate interaction with others in a polite manner. Hitting, yelling or crying should be discouraged. Help your child learn that he/she cannot always have his/her needs met immediately. The ability to work with others is a life long skill that children need to develop. You can foster this at home by including your child in family discussions. Let him/her know that his/her opinion is valued and he/she plays an important role in the family.</p>
Respects Class and School Rules	<ul style="list-style-type: none"> ▪ Student follows class and school rules ▪ Student is careful with the things of other people. 	<p>Suggested Home Activities: Set rules for how routines are done at home. Encourage your child to take care of the belongings of other members of the family.</p>
Accepts Responsibility for Own Actions	<ul style="list-style-type: none"> ▪ Student completes daily work. ▪ Student is responsible for his/her own belongings. ▪ Student takes credit for mistakes in judgment and has empathy for others 	<p>Suggested Home Activities: Help your child to see their part in problems that arise. Discuss what he/she could do to make the situation better.</p>
Organizes Space and Belongings	<ul style="list-style-type: none"> ▪ Student organizes belongings. ▪ Student organizes materials for a task. 	<p>Suggested Home Activities: Help your child organize his/her bedroom or desk or toy box. Identify how you are organizing and expect that things be put away.</p>