

Essential Questions:

1. How does geography affect the success/failure of a new settlement?
2. Identify the various motives for exploration and the positive and negative impact of European exploration in the New World.
3. Compare and contrast the three Colonial regions (New England, Middle and Southern) in terms of economics, politics, and culture.

Outcome: **SS.5.1.** Students will apply map skills and will discuss by reading a map why geography was important to the success of the European explorers and the colonies of North America.

Components: **SS.5.1.1** – Apply various maps to the exploration and settling of North America. (historical, product, political, climate, etc.)

SS.5.1.2 – Apply landforms, products, and natural resources to the exploration and settling of North America.

SS.5.1.3 – Apply a map scale, key, cardinal and intermediate directions on a map to the exploration of North America.

SS.5.1.4 – Apply lines of latitude and longitude and explain how explorers and colonists used them for direction.

Outcome: **SS.5.2** Students will analyze the reasons for European exploration of the New World in terms of economy, adventure, politics, and the impact these explorers had on the territories of North America

Components: **SS.5.2.1** Identify the various motives for European exploration in the New World. (Viking, English, French, Spanish, and Dutch)

SS.5.2.2 Identify the positive and negative impact of European explorers in North America. (Viking, English, French, Spanish and Dutch)

SS.5.2.3 List advances made in ship building technology and navigation throughout European exploration.

Outcome: **SS.5.3** Students will analyze the economic, political and cultural influences of European nations on the early North American colonies.

Components: **SS.5.3.1** Identify reasons for the disappearance of the Roanoke colony.
SS.5.3.2 Compare Jamestown before and after Captain John Smith.

SS.5.3.3 Identify the reasons the Pilgrims were able to survive in the New World. (Mayflower Compact/reasons for moving to the New World/leadership)

SS.5.3.4 Assess the scope of the French holdings in the New World. (New France/Louisiana Territory/Quebec)

SS.5.3.5 Assess the scope of the Spanish holdings in North America. (St. Augustine/Missions/ Spanish territories in the West).

SS.5.3.6 Identify the reasons why New Amsterdam became the center for trade in North America. (trade networks, Native American agents)

SS.5.3.7 Examine the economic resources for both European nations and Native Americans in the New World (fur trade, horses, plantations, etc.).

SS.5.3.8 Categorize the religious activities in the New World and match with the originating country.

SS.5.3.9 Describe the movement of slaves to the New World.

SS.5.3.10 Compare and contrast in terms of economics, politics, and culture the three sections of the English colonies. (New England – meeting houses and ship building/ Middle – market towns and trade/ Southern – plantations and triangle of slave trade).

- Focus: *Classification of plants and animals and the organization of their systems.*
- Purpose: Students will classify plants and animals by structures and functions and they will examine the structures and functions of the systems.
- Outcome: **S.5.1** Students will examine the properties of all living things, how they interact with each other and how they are classified.
- Components: **S.5.1.1** – Gather information on how animals and plants are classified. (Animals – vertebrates and invertebrates) (Plants – how leaves carry out photosynthesis/structures and functions of roots, stems and leaves.) (**classify, observation, making diagrams**) (12.B.2a., 12.A.3c)
- S.5.1.2** – Define what an organism is, how we classify them, and explain that all organisms are made up of cells. (multicellular organisms) (**classify**) (12.A.3a)
- S.5.1.3** – Distinguish how cells are organized. (Cells form tissues, tissues form organs, and organs work together in organ systems) (**classify**) (12.A.3c)
- S.5.1.4** – Identify the parts and functions of a plant cell and an animal cell. (Cell membrane, nucleus, cell wall and chloroplast.) (**diagramming**) (12.A.3c)
- S.5.1.5** – Examine how organisms interact. (The flow of energy in ecosystems, biomes, animals depend on plants, reasons why organisms are in different places.) (12.b.3B)
- Focus: *Inner Earth*
- Purpose: Students will differentiate between the bodies in outer space and examine the inner earth.
- Outcome: **S.5.2** Students will analyze the forces that form and change the rocks and landforms of the Earth's surface and determine the properties and composition of the Earth's materials.
- Components: **S.5.2.1** – Illustrate the layers of the Earth and describe the properties of each. (**diagramming**) (12.E.3b)
- S.5.2.2** – Investigate the composition of the Earth's crust (soil, rocks, and minerals), how the Earth's surface changes (erosion, weathering, volcanoes, earthquakes), and how we know that change has occurred (fossils.) (**observation**) (12.E.3b, 12.E.3a)

S.5.2.3 – Compare the three types of rocks describing the differences between the three classifications of rocks, analyze how the rocks are formed (rock cycle) and show characteristics of each. (**classification**) (12.E.2a)

S.5.2.4 – Examine the major landforms on Earth and describe how they are created and changed (Plate Tectonics.) (12.E.3a, 12.E.2b)

S.5.2.5 – Distinguish between the ecosystem cycles (water, oxygen, carbon, nitrogen) and how each substance is circulated through the Earth.

(**diagramming**) (12.E.2a)

Focus: *Earth – Outer Space*

Purpose: Students will differentiate between the bodies in outer space and examine the inner earth.

Outcome: **S.5.3** Students will discriminate the similarities and differences among objects in our solar system and the tools we use to investigate them.

Components: **S.5.3.1** – Identify the relative position of the eight planets and the distance from the sun, compare and contrast the sizes, compositions, surface features, moons and movement. (**classification, diagramming**) (12.F.3b)

S.5.3.2 – Establish the relative position and motion of the Earth, moon and sun by evaluating revolution and rotation and how the axis tilt affects the amount of sunlight. (Day, night, solar eclipses, seasons, lunar eclipses) (**observation**) (12.F.2a)

S.5.3.3 – Discriminate between compositions of asteroids, meteors, comets, and any manmade objects (satellites) in space. (12.F.3c, 12.F.2c, 12.F.3c)

S.5.3.4 – Examine that we are one of many galaxies; identify and locate the Milky Way and discuss that there are many theories on the birth of the solar system. (12.F.3c, 12.F.2c, 12.F.3c)

S.5.3.5 – Trace the discoveries and theories of Ancient and Early Astronomers. (13.B.1c, 13.B.2b, 13.B.3b)

S.5.3.6 – Name commonly observed constellations (Big Dipper, Little Dipper, Orion, etc.) and explain why we only see them during certain seasons. (12.F.3c)

S.5.3.7 – Describe manmade technological tools used for investigation and observation in space (space probes, satellites, shuttles, telescopes.) (13.B.2a)

S.5.3.8 – Evaluate space missions and how they affected space theories. (Challenger, Voyager, Apollo) (13.B.3b)

Focus: **Scientific model design and use of variables.**

Outcome: **S.5.4** Students will apply the skills of investigation in order to build explanations based on prior knowledge and gathered evidence through the inquiry model.

Components: **S.5.4.1** –Identify relationships between structure and function of materials and systems. (11.A.2a, 11.B.2a)

S.5.4.2—Design and construct conceptual and physical models. (11.A.2a, 11.B.2a, 11.B.2b)

S.5.4.3.—Implement a proposed design. (11.B.2b, 11.B.2d)

S.5.4.4—Utilize appropriate tools and techniques to organize and analyze data from investigations. (11.B.2d)

S.5.4.5—Identify many solutions to one problem. (11.B.2e)

S.5.4.6-- Develop descriptions, explanations, predictions and models using evidence. (11.A.2d, 11.A.2e)

S.5.4.7—Apply mathematics in the context of science. (11.B.2d)

S.5.4.8—Evaluate and critique completed designs or products. (11.B.2e, 11.A.2e, 11.B.2f)

Purpose: Students will demonstrate knowledge of basic geometry, decimals, fractions, and central tendencies concepts. Students will apply these concepts to construct and solve equations and word problems.

Focus: ***Number and Operations***

Outcome: **M.5.1** Students will solve problems with whole numbers using order of operations, use the Commutative, Identity, Associate, and Zero properties. They will determine the estimated and exact answers, justifying the choice and reasonability of that choice.

Components: **M.5.1.1** – Determine if estimate or exact answers are appropriate.

6.C.2b

M.5.1.2 – Define Order of Operations.

6.B.2

M.5.1.3 – Solve problems using all operations through hundred billions following the rules for order of operations.

6.B.2

M.5.1.4 – Represent a remainder in a division problem as a fraction.

6.B.2

M.5.1.5 – Compute exponents (square and cube) with whole numbers only.

6.A.2

M.5.1.6 – Represent and understand the value of any digit in a number through billions and thousandths in standard, word, and expanded form.

6.A.2

M.5.1.7 – Describe and justify a pattern given a table of input/output numbers.

6.B.2

M.5.1.8 – Determine whether a number is composite or prime.

6.B.3b

M.5.1.9 – Identify all the prime and composite numbers up through 50.

6.B.3b

Focus: ***Algebra***

Outcome: **M.5.2** Students will apply number properties to solve real-life word problems and they will create one-step linear equations with one missing value using variables.

Components: **M.5.2.1** – Solve one-step linear equations with one variable ($n + 30 = 72$).

8.A.2b, 8.A.3b

M.5.2.2 – Demonstrate equality of two expressions with variables ($38 + 6 = 6 + n$).

8.D.2

M.5.2.3 – Express properties of numbers and operations using variables and define commutative, associative, zero, identity properties.

8.A.2a

M.5.2.4 – Solve linear equations involving whole numbers using inverse operations (+/-).

6.B.3a

Focus: ***Fractions & Decimals***

Outcome: **M.5.3** Students will compare and order fractions and decimals and be able to solve number sentences and word problems using addition, subtraction, multiplication and division. Students will show equivalent representations of decimals to fractions, percentages, and ratios; compare and order decimals to thousandths; solve number sentences and word problems using all operations.

Components: **M.5.3.1** – Solve word problems and number sentences using addition and subtraction fractions and mixed numbers with like and unlike denominators, always express in simplest form.

6.B.2

M.5.3.2 – Solve word problems and number sentences using multiplication and division of fractions and mixed numbers, always express in simplest form.

6.A.2, 6.B.2

M.5.3.3 – Identify the equivalencies from one form to another (fraction to decimal, decimal to fraction and decimal to percent).

6.A.3

M.5.3.4 – Explain and demonstrate the meaning of percents (50/100).

6.A.3

M.5.3.5 – Students will compare and order fractions and decimals.

6.A.2

M.5.3.6 – Show equivalent representations of a number by converting mixed to improper, improper to mixed.

6.A.2, 6.A.3

M.5.3.7– List Greatest Common Factor and Least Common Multiple of a pair of numbers.

6.B.3b

M.5.3.8 – Apply fractions using real life setting of fractions (doubling a recipe).

6.A.2

Focus: ***Geometry – Angles, Lines, and Circles***

Outcome: **M.5.4** Students will examine, construct, and measure plane figures and circles in order to evaluate basic geometric concepts; use formula to determine circumference.

Components: **M.5.4.1** – Identify, represent, draw parallel lines, scalene, isosceles, equilateral, right, acute, and obtuse triangles.

9.A.2c

M.5.4.2 – Select and apply appropriate tools to measure, draw, and construct figures (ruler, protractor, and compass).

9.B.2

M.5.4.3 – Use a protractor to measure angles. (30,45,60,90,180).

9.B.2

M.5.4.4 – Calculate the unknown angle of a triangle when given two angles (Triangle Sum Theory).

9.C.2

M.5.4.5 – Label and identify the following of a circle: radius, diameter, chord and circumference.

9.B.2

M.5.4.6 – Use a compass and a ruler to construct a circle with a specified radius or diameter.

9.B.2

Focus: ***Geometry – Two & Three Dimensional Figures***

Outcome: **M.5.5** Students will determine the fundamental characteristics of two and three dimensional shapes; sort and classify both plane and solid figures; use formula to determine the perimeter and area of a plane figure as well as the volume of rectangular prisms.

Components: **M.5.5.1** – Determine the relationships between the number of sides and the number of vertices in a polygon, the sum of its angles in a triangle, and the number of diagonals.

9.B.3

M.5.5.2 – Identify polygons by the number of sides (up to 8 sides).

9.B.3

M.5.5.3 – Identify translations (slides), rotations (turns), and reflections (flips).

9.A.3b

M.5.5.4 – Apply memorized formulas to determine the area and perimeter of a square or a rectangle.

7.A.3b

M.5.5.5 – Apply memorized formula to calculate volume of a rectangular prism.

7.A.3a

M.5.5.6 – Determine the 3-dimensional object from its net. (pyramid, prisms, cube).

9.A.2c

Focus: ***Measurement***

Outcome: **M.5.6** Students will solve word problems that reflect real-life situations by computing U.S. customary and linear metric measurement conversions (within its system).

Outcome: **M.5.6.1** – Perform and explain unit conversions within the same system (smaller to larger, larger to smaller units).

7.A.2a

M.5.6.2 – Use metric scale to measure centimeters accurately.

7.B.3

M.5.6.3 – Use U.S. customary ruler to measure to the nearest $\frac{1}{8}$ of an inch.

7.B.3

M.5.6.4 – Demonstrate fluency in understanding $100\text{ cm} = 1\text{ meter}$; $10\text{ mm} = 1\text{ cm}$; $4\text{ quarts} = 1\text{ gallon}$.

7.A.2a

Focus: ***Data Analysis and Probability***

Outcome: **M.5.7** The student will collect data for a given problem; they will arrange, interpret and justify conclusions and predictions in real-life situations as well as demonstrate, predict, test, and represent simple probabilities.

Components: **M.5.7.1** – Sort given data; least to greatest, calculate, median, mode, mean, range using whole numbers when given an even or odd data set.

10.A.3a, 10.A.3b

M.5.7.2 – Evaluate, interpret and predict data from a graph (stem & leaf, bar, pie, line, and line plot).

10.A.2b

M.5.7.3 – Determine an appropriate graph format for the data given.

10.A.3a, 10.B.2b

M.5.7.4 – Predict the probability of outcomes using simple experiments and test the predictions. (Spinning a spinner or flipping a coin)

10.C.2a, 10.C.2b

M.5.7.5 – Understand and state probabilities in decimal, fraction, percent, ratio or word form. ($\frac{3}{4}$, 75%, 3:4, .75, 3 to 4, 3 out of 4)

6.D.2, 6.D.3

M.5.7.6 – Recognize there are 4 quadrants on a coordinate plane.

6.C.3a

M.5.7.7 – Plot ordered pairs using x and y axis on quadrant 1 only (x,y).

6.C.3a

Purpose: Students will apply the higher level reading strategies of inferring and synthesizing; utilizing reading strategies with nonfiction text; and construct meaning from figurative language.

Focus: **Vocabulary**

Outcome: **LA.5.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.5.1.1** – Examine and produce complex analogies. 1.A.2a

LA.5.1.2 – Use synonyms and antonyms to define words using appropriate grade level text. 1.A.2a

LA.5.1.3 – Use root words/base words and context to determine denotative (literal) and connotative (implied) meaning of unknown words. 1.A.2a

LA.5.1.4 – Determine word meanings through the use of a variety of resources. (dictionary, thesaurus, encyclopedia, technology resources) 1.A.2b

LA.5.1.5 – Determine the correct use of homonyms, homographs, and homophones using context clues. 1.A.2b

LA.5.1.6 – Determine the meaning of an unknown word using word, sentence, and cross-sentence clues. 1.A.2a

Focus: **Word Analysis**

Outcome: **LA.5.2** Students will construct and clarify meaning of unfamiliar words by applying word analysis strategies to comprehend a variety of text selections.

Components: **LA.5.2.1** – Identify the word base/root of unfamiliar words with affixes. 1.A.2a

LA.5.2.2 – Identify and create comparatives and superlatives.

LA.5.2.3 – Identify different types of compound words. 1.A.2a

LA.5.2.4 – Construct singular and plural possessive words.

LA.5.2.5 – Determine the meaning of unfamiliar words using knowledge of prefixes and suffixes. (See Appendix)

LA.5.2.6 – Use base/root words to determine meanings of unknown words. 1.A.2a

LA.5.2.7 – Identify and construct regular and irregular plurals. 1.A.2a

Focus: Comprehension Skills and Strategies

Outcome: **LA.5.3** Students will apply reading skills to improve comprehension of fiction text.

Components: **LA.5.3.1** – Interpret cause and effect. 1.B.2b

LA.5.3.2 – Interpret literary passages using rising action, climax, falling action and resolution. 2.A.2b

LA.5.3.3 – Identify sequential structure of a given text.

LA.5.3.4 – Identify the main idea of a selection when it is not explicitly stated.

LA.5.3.5 – Establish and adjust purposes for reading. 1.B.2a

LA.5.3.6 – Demonstrate the ability to summarize a passage. 1.C.2d

LA.5.3.7 – Integrate skimming and scanning of a passage to gather specific information.

LA.5.3.8 – Evaluate the accuracy of a summary of a given passage. 1.C.3d

LA.5.3.9 – Read age appropriate material aloud with fluency and accuracy. 1.B.2d

Outcome: **LA.5.4** Students will apply reading skills to improve comprehension of nonfiction text.

Components: **LA.5.4.1** – Interpret cause and effect. 1.B.2b

LA.5.4.2 – Compare and contrast a given topic. 1.C.2c

LA.5.4.3 – Identify sequential structure of a given text.

LA.5.4.4 – Use information from functional texts (charts, graphs, maps, etc.) to draw conclusions. 1.C.2f

LA.5.4.5 – Establish and adjust a purpose for reading. 1.B.2a

Outcome: **LA.5.5** Students will apply strategies to improve comprehension.

Components: **LA.5.5.1** – Explain how the change in a literary technique or story element affects the events or characterization of a story. (determining importance) 2.A.2b

LA.5.5.2 – Draw inferences about the text and support them with textual evidence and prior knowledge and justify conclusions. 1.C.2b, 2.B.2a

LA.5.5.3 – Propose and justify a new perspective on a given topic or theme.

LA.5.5.4 – Create images that include multi-sensory information to develop a deeper understanding of text.

LA.5.5.5 – Apply self-monitoring and self-correcting strategies to clarify understanding during reading (re-reading, ask questions, skip and go on, context clues). 1.B.2c

LA.5.5.6 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C3.d

LA.5.5.7 – Use information to form and refine questions and predictions. 1.C.2a

LA.5.5.8 – Formulate literal (explicit) and inferential (implicit) questions to determine meaning before, during and after reading.

Focus: Literary Elements

Outcome: **LA.5.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.5.6.1** – Identify author’s purpose and theme. 1.C.2c

LA.5.6.2 – Determine character traits. 2.B.2c

LA.5.6.3 – Explain how a character changes over time.

LA.5.6.4 – Differentiate and interpret among the literary elements of plot (setting, character, conflict, rising action, climax, falling action, resolution). 2.A.2b

LA.5.6.5 – Explain how dialogue enhances the story. 2.A.2a

LA.5.6.6 – Explain how figurative language (metaphors, personification, simile, idioms, onomatopoeia, alliteration, hyperbole) contributes to the meaning of a literary selection. 1.C.2e

LA.5.6.7 – Identify a variety of genres. (see appendix G) 2.A.2c

LA.5.6.8 – Distinguish between first person and third person points of view.

LA.5.6.9 – Identify and explain themes in literature from different societies and eras. 2.B.2b

Focus: Conventions

Outcome: **LAW.5.1** Students will apply correct grammar and spelling in written material.

Components: **LAW.5.1.2** – Construct abbreviations

LAW.5.1.1 – Identify and demonstrate the use of the various parts of speech (adjective, adverb, conjunction, interjection, noun, preposition, pronoun, and verb).

LAW.5.1.3 – Use a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative).

LAW.5.1.4 – Create a variety of sentence structures (e.g., simple, compound).

LAW.5.1.5 – Construct complete sentences with subject verb agreement.

LAW.5.1.6 – Produce complex plurals, homophones, homographs, homonyms correctly

LAW.5.1.7 – Apply correct cursive letter formation in written work.

LAW.5.1.8 – Formulate singular and plural possessives.

LAW.5.1.9 – Utilize past, present, and future tenses in written work.

LAW.5.1.10 – Use appropriate text layout for written work (e.g., paragraphing, heading, underlining).

Outcome: **LAW.5.2** Students will apply correct punctuation in written material.

Components: **LAW.5.2.1** – Use correct punctuation (e.g., commas, quotation marks, apostrophe, colon, semi-colon).

LAW.5.2.2 – Identify correct punctuation (e.g., dashes, ellipses, and hyphens).

LAW.5.2.3 – Use correct punctuation and capitalization.

Focus: Composition

Outcome: **LAW.5.3** Students will compose pieces integrating the steps of the writing process.

Components: **LAW.5.3.1** – Construct a piece maintaining focus using a thesis statement, topic sentence, ideas, and closure.

LAW.5.3.2 – Use a variety of graphic organizers to develop a topic and generate ideas.

LAW.5.3.3 – Use a variety of descriptive words and/or phrases to enhance word choice (synonyms, similes, metaphors, idioms, strong action verbs).

LAW.5.3.4 – Revise for sentence fluency, ideas, word choice and voice.

LAW.5.3.5 – Edit independently using a rubric.

LAW.5.3.6 – Publish selected pieces of writing.

Outcome: **LAW.5.4** Students will compose pieces utilizing correct structure, focus and organization.

Components: **LAW.5.4.1** – Organize writing structure for appropriate purpose, audience and context.

LAW.5.4.2 – Write a multi-paragraph essay using proper form (lead, thesis statement, introduction, body, and conclusion).

LAW.5.4.3 – Write a multi-paragraph essay using supporting details/elaboration.

LAW.5.4.4 – Use textual evidence to support ideas.

LAW.5.4.5 – Use transitions words to connect ideas.

Focus: **Writing for a Purpose**

Outcome: **LAW.5.5** Students will write for a variety of purposes and audiences.

Components: **LAW.5.5.1** – Apply the techniques of expository, persuasive, and narrative writing (e.g., letter writing, note-taking, poetry, creative writing, descriptive writing, reflections, research writing).

LAW.5.5.2 – Compose a multimedia works on a given topic.

LAW.5.5.3 – Construct written responses to reading (e.g., summary, journal writing).

Focus: **Information**

Outcome: **LAW.5.6** Students will locate, organize and use information from various sources to communicate ideas.

Components: **LAW.5.6.1** – Define the focus of the research. 5.A.2a

LAW.5.6.2 – Formulate questions using aids (e.g., graphic organizers). 5.A.2a

LAW.5.6.3 – Locate and utilize reference material (e.g., encyclopedia, available technology, text). 5.B.1a

LAW.5.6.4 – Discriminate sources, credibility and accuracy. 5.B.2a

LAW.5.6.5 – Arrange information an orderly manner (e.g., graphic organizers).
5.A.2b

LAW.5.6.6 – Design a variety of print and/or nonprint products. 5.C.2a

LAW.5.6.7 – Cite sources used verbally or written. 5.B.2b

LAW.5.6.8 – Develop paraphrasing strategies.

Focus: Speaking

Outcome: **LAW.5.7** Students will speak effectively in a variety of situations.

Components: **LAW.5.7.1** – Utilize effective speaking skills (e.g., speak clearly, eye contact, voice, pace, volume, appropriate emotion). 4.B.2b

LAW.5.7.2 – Present an oral presentation with an intended purpose and audience (e.g., speeches, book reviews, read alouds, technology presentations). 4.B.2a, 5.C.2b

LAW.5.7.3 – Apply variety of techniques to avoid stress and anxiety during speaking. 4.B.2c

LAW.5.7.4 – Contribute to small and large group discussion by following accepted guidelines for verbal interaction. (e.g., volume, pace, respectful responses, relevant responses, appropriate language and vocabulary) 4.B.2b

LAW.5.7.5 – Use proper language, vocabulary, and nonverbal expressions for intended purpose and audience. (e.g., conflict resolution, small/large group) 4.B.2a, 4.B.2d

Focus: Listening

Outcome: **LAW.5.8** Students will listen effectively in formal and informal situations.

Components: **LAW.5.8.1** – Apply active listening skills in a variety of situations (making eye contact; proper body language; courteous, turn-taking behavior; non judgmental responses, manage distractions). 4.A.2a

LAW.5.8.2 – Restate and carry out a variety of oral instructions. 4.A.2c

LAW.5.8.3 – Ask and respond to questions related to oral presentations. 4.A.2b

LAW.5.8.4 – Paraphrase, summarize, or retell the content of both formal and informal presentations orally or written. (e.g., directions, conversations, announcements, guest speakers, media presentations) 4.A.2a, 4.A.2b

Technology
5th Grade

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Focus: Use all available technology and use search engines to navigate the Internet.

Purpose: Students will create multi-media projects and demonstrate mastery of the keyboard. Students will use the internet appropriately and safely to obtain and share information and implement ISAFE Curriculum.

Purpose: Basic Operation and Concepts

Outcome: **T.5.1** Students will demonstrate an awareness of basic operation and concepts.

Components: **T.5.1.1** – Apply the skills learned in the district keyboarding program. 60.A.2d

T.5.1.2 – Demonstrate proper use and care of the computer; identify and apply basic technology vocabulary. 60.A.2c, 60.A.2a, 60.A.2e

T.5.1.3 – Demonstrate use of special purpose keys on the keyboard. (arrow, escape, backspace, delete, caps lock, and control) and explain their applications. 60.A.2d

T.5.1.4 – Identify and verify the importance of allowing the computer to update system and application software. (Antivirus, Adware, Spyware software). 60.A.2e

T.5.1.5 – Demonstrate proper use of Web browser. (Internet Explorer) 64.A.2

T.5.1.6 – Use a teacher prepared list of web links to navigate the web. 64.A.2, 64.B.2

Purpose: Social, Ethical, and Human Issues

Outcome: **T.5.2** Students will examine ethical issues related to technology.

Components: **T.5.2.1** – Show proper use of technologies and information (acceptable and unacceptable computer use) through responsible actions. 61.A.2

T.5.2.2 – Weigh implications and follow district's acceptable use policies and consequences for misuse of technology. (Copyright laws, plagiarism, and file-sharing) 61.B.2

T.5.2.3 – Describe how technology improves their ability to communicate, be productive, or achieve personal goals. 62.C.2

Purpose: Productivity Tools

Outcome: **T.5.3** Students will apply technological tools to develop and distinguished projects.

Components: **T.5.3.1** – Create multimedia projects using various AV technologies. (i.e. LCD projectors, overhead projectors, smart boards, television, DVD/VCR players, or camcorders) 60.A.2b

T.5.3.2 – Use the proper tools and toolbars. (Save, Print, Format, Spell Check, Thesaurus, Dictionary, Inserting Graphics, and Charts and Tables) 60.A.2d, 60.A.2c

T.5.3.3 – Maintain, organize and retrieve files. (Proper storage locations, Creating and maintaining folders) 60.B.2

T.5.3.4 – Apply editing skills in various applications including: Word Processing, drawing, and spreadsheets. 61.A.2

T.5.3.5 – Determine which application would best suit a given assignment. 62.A.2, 65.B.2

T.5.3.6 – Create a written document as it relates to current curriculum. (a letter, brochure, newspaper, or slideshow) 64.C.2, 65.A.2

Purpose: Technology Research and Communication Tools

Outcome: **T.5.4** Students will use technology to locate, evaluate, and collect information from a variety of sources.

Components: **T.5.4.1** – Utilize technology tools to gather and share information. 64.B.2

T.5.4.2 – Identify and describe how to navigate common search engines. 64.A.2

T.5.4.3 – Demonstrate proper search engine syntax to produce specific results. 64.A.2

T.5.4.4 – Site sources for a given assignment in the curriculum. (bibliography) 64.B.2

T.5.4.5 – Produce a product based on curriculum by selecting and using appropriate information and communication technology tools and resources.

(Slide show, timeline software, database, written document and conceptual mapping) 65.B.2, 65.A.2, 64.C.2

Purpose: Technology Problem Solving and Decision Making Tools

Outcome: **T.5.5** Student will choose technology resources for solving problems and making informed decisions.

Components: **T.5.5.1** – Demonstrate how to select information and communication technology tools and resources that can be used to solve particular problems. (Concept mapping, sequencing, and organizing thoughts) 65.A.2, 63.B.2

T.5.5.2 – Use information and communication technologies and other resources to collect and organize information for the purpose of evaluating real world problems. 65.B.2

Outcome: **T.5.6** Students will be able to identify and make responsible choices that will lead to safe Internet experiences.

Components: **T.5.6.1** – Read and analyze the importance of the Internet Safety Tips.

T.5.6.2 – Discuss the basic concepts of internet safety and possible dangers on the internet.

T.5.6.3 – Engage in interactive group activities that has students recognize and avoid dangerous situations online.

T.5.6.4 – Use class discussion to connect the groups to identify what they have learned, and why internet safety is important.

Purpose: It is recommended that in addition to the standards and performance indicators, keyboarding first be taught as a concentrated unit in third grade and reviewed in each succeeding grade to allow students to achieve a high degree of proficiency. Students will be assessed during the spring of their 5th grade year. The assessment will include a keyboarding skill test, a technology literacy self-assessment, and the inclusion of at least two pieces of student work in an electronic portfolio.

Grade 3 Keyboarding

Outcome: **KB.3.1** The student will demonstrate correct keyboarding techniques.

Components: **KB.3.1.1** – Sit up straight.

KB.3.1.2 – Center body to the "h" key with elbows at sides.

KB.3.1.3 – Place feet for balance.

KB.3.1.4 – Curve fingers over the home keys.

KB.3.1.5 – Keep wrists off the keyboard.

KB.3.1.6 – Keep eyes on printed copy.

KB.3.1.7 – Key by touch.

Outcome: **KB.3.2** The student will know the purpose of correct keyboarding techniques.

Components: **KB.3.2.1** – Describe limitations of poor techniques.

KB.3.2.2 – List advantages of good techniques.

Purpose: The student will use correct fingering while keying the introduced keys.

Outcome: **KB.3.3** Demonstrate the correct key reaches for all alphabet letters.

Components: **KB.3.3.1** – Use correct keystroke techniques for the letter keys.

Outcome: **KB.3.4** Demonstrate correct fingering for and correct usage of the space bar, enter key, shift keys, backspace/delete key, and tab key.

Components: **KB.3.4.1** – Tap the SPACE BAR with the right thumb.

KB.3.4.2 – Hit the ENTER/RETURN key with the right little finger.

KB.3.4.3 – Use the LEFT SHIFT key when capitalizing right hand letters.

KB.3.4.4 – Use the RIGHT SHIFT key when capitalizing left hand letters.

KB.3.4.5 – Strike the BACKSPACE/DELETE key with the right little finger.

KB.3.4.6 – Tap the TAB key with the left little finger.

Outcome: **KB.3.5** Demonstrate correct fingering for and correct usage of the period, comma, and the question mark.

Components: **KB.3.5.1** – Strike the PERIOD with the right ring finger.

KB.3.5.2 – Strike the COMMA with the right middle finger.

KB.3.5.3 – Key a QUESTION MARK by holding down the left shift key with the left little finger and striking the question mark with the right little finger.

KB.3.5.4 – Demonstrate spacing rules when keying a period.

KB.3.5.5 – Demonstrate correct spacing when keying a comma.

KB.3.5.6 – Demonstrate correct spacing when keying a question mark.

Purpose: The students will key accurately from dictation and printed copy.

Outcome: **KB.3.6** The student will key letters, short words, and phrases from dictation.

Outcome: **KB.3.7** The student will key drills from printed text.

Purpose: The student will demonstrate correct keyboarding techniques with minimum speed and accuracy on 30-second timed writings.

Outcome: **KB.3.8** The students will achieve minimum keyboarding competency on 1-minute timed writings.

Components: **KB.3.8.1** – Key at a minimum of 15 words per minute (WPM) on at least three 1-minute timings.

KB.3.8.2 – Key at 3 or fewer errors on 1-minute timings.

KB.3.8.3 – Key without using the backspace/delete key on timings.

Technique Rating Levels

Mastery Level - The student knows the keys and keys by touch.

Near Mastery Level - With more practice, the student will key by touch.

Partial Mastery Level - The student looks at the keys most of the time.

Minimal Mastery Level - The student is dependent on looking at the keys.

Correct Technique Criteria

- Feet positioned for balance.
- Center body to the "h" key with elbows at sides.
- Sit up straight.
- Curve fingers over the home keys.
- Keep wrists off the keyboard.
- Keep eyes on printed copy.
- Key by touch.
- Key with a smooth rhythm.

Outcome 1: Students will demonstrate an understanding of the principal sensory, formal, technical and expressive qualities of art through their original artwork.

Components: **A.1.1** – Demonstrate and describe how the elements of color, line, shape, texture and space interact in visual images. **25.B.2**

A.1.2 – Demonstrate and describe how principles of balance, rhythm, contrast, unity and variety are used in visual images.

25.A.2d

A.1.3 – Demonstrate how technical elements of tools, materials and processes are used to achieve visual images. **26.A.2e**

A.1.4 – Create original art demonstrating how expressive qualities of mood, emotion, ideas and values are conveyed through visual images.

26.B.3d

Outcome 2: Students will demonstrate basic skills necessary to create visual art.

Components: **A.2.1** Demonstrate the proper handling of art tools and materials.

26.A.2e

- Pencil/colored pencil
- Marker
- Tempera paints and watercolor
- Brushes
- Glue and glue sticks
- Chalk and oil pastels
- Clay, clay tools and other 3-d material

A.2.2 – Demonstrate understanding of the color wheel and general color theory through creation of original art. **26.B.2d**

- Differentiate between Primary/Secondary/Intermediate colors
- Identify Warm/Cool Colors
- Identify Neutral Colors
- Determine the Complementary Color of any given color

A.2.3 – Incorporate appropriate art vocabulary while describing a work of art.
25.A.2d

Outcome 3: Student will be able to recognize the universality of artistic expression through knowledge of major artist and art movements throughout history and across cultures and societies.

Components: **A.3.1** – Demonstrate ways in which art reflects various Western and Non-Western cultures and civilizations. Example: through discussion and artistic output.
27.B.2

A.3.2 – Demonstrate how art can express personal, societal or cultural themes. Example: through discussion and artistic output.

27.B.2

A.3.3 – Demonstrate through an awareness of how culture and time has a direct influence on works of art. Example: through discussion and artistic output.

27.B.1

A.3.4 – Differentiate between form (characteristic of the visual elements of a work of art) and function (the purpose and use of a work of art.) Example: through discussion and artistic output.

27.A.2a

A.3.5 – Identify the use of art skills in a variety of occupations.

27.A.2b

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate compound meter patterns.

Students will use song, speech, movement and instruments to explore and demonstrate simple chord changes (i.e. I-V).

Focus: Compound meter patterns (i.e. 3/8, 6/8, etc.).

Chord changes-I-V, etc. (I-IV-V).

Outcome: **M.5.1** Students will create a rhythm piece using compound meter patterns in rondo form adding a coda at the end.

Using traditional, ethnic, or folk song:

Components: **M.5.1.1** – Demonstrate the proper way to count/clap compound meter patterns.
25.A.1c, 26.A.1d, 27.B.1

M.5.1.2 – Create 4 beat patterns in 6/8 meter (2 measures).

25.A.1c, 26.A.1d

M.5.1.3 – Perform 4 beat pattern using body percussion.

25.A.1c, 26.A.1d, 26.B.1c

M.5.1.4 – Work with a partner to create a piece in **rondo** form.

25.A.1c, 26.A.1d, 26.B.1c

M.5.1.5 – Create **coda** using a rhythmic idea from one of the patterns above (see #2).

25.A.1c, 25.B.1, 26.A.1d, 26.B.1c

M.5.1.6 – Perform piece in **rondo** form with the **coda**.

25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

M.5.1.7 – Re-arrange piece so that it is a new **rondo** form.

25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

M.5.1.8 – Modify piece to another form (i.e. **ABAC**, **AABB**, **ABCD**, etc.).
25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.5.2** Students will accompany a melody using I and V chords.

Using traditional, ethnic, or folk songs:

Components: **M.5.2.1** – Identify the makeup of these chords: I and V in C Major.

26.A.1d, 27.B.1

M.5.2.2 – Play an accompaniment to familiar songs with these chords.

26.A.1d, 26.B.1c, 27.B.1

M.5.2.3 – Sing new melody using only the I chord accompaniment.

26.A.1d, 26.B.1c, 27.B.1

M.5.2.4 – Locate places in the music where this chord doesn't fit.

26.A.1d, 26.B.1c, 27.B.1

M.5.2.5 – Decide where the V chord would fit better.

26.A.1d, 26.B.1c, 27.B.1

M.5.2.6 – Perform sections of the piece with the chords.

25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

M.5.2.7 – Evaluate chord choices for entire song.

25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

M.5.2.8 – Perform the song with new chord choices.

25.A.1c,; 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.5.3** Students will analyze a musical performance according to the following criteria:

Using traditional, ethnic, or folk songs:

Components: **M.5.3.1** – Identify rhythm as half-notes, half-rests, quarter notes, quarter rests, or eighth notes and eighth rests, sixteenth notes and dotted rhythms.

25.A.1c, 26.A.1d

M.5.3.2 – Differentiate meter as duple, triple or other.

25.A.1c, 26.A.1d

M.5.3.3 – Identify form as **AB**, **ABA**, **ABAC**, etc. or **rondo**.

25.A.1c, 25.B.1, 26.A.1d

M.5.3.4 – Identify dynamics as pp, p, mp, mf, f, ff, crescendo, decrescendo, fp and a tempo.

25.A.1c, 25.B.1, 26.A.1d

M.5.3.5 – Identify tempo as largo, moderato, presto, ritardando, accelerando, and a tempo.

25.A.1c, 25.B.1, 26.A.1d

M.5.3.6 – Identify melodic contour.

25.A.1c, 25.B.1, 26.A.1d

M.5.3.7 – Identify orchestration.

26.A.1c, 27.B.1

M.5.3.8 – Identify chord progression. (I V I)

26.A.1c, 25.B.1, 26.A.1d, 27.B.1

M.5.3.9 – Conduct with appropriate hand gestures.

25.A.1c, 25.B.1, 26.A.1c, 26.A.1d, 27.A.1a, 27.a.1b, 27.B.1

Purpose: Students will demonstrate fundamental instrument skills as well as listen to music to determine basic music components of melody, harmony, rhythm and phrasing, and apply basic skills of improvisation, reading and writing of music.

Focus: Fundamental instrument skills and the listening, improvisation, reading and writing.

Outcome: **B.5.1** Students will analyze musical concepts in a wide variety of band literature through the use of listening logs.

Components: **B.5.1.1** – Identify the following musical concepts:

25.A.2c

- Rhythm
- Melody
- Intonation
- Instrumentation
- Chord progression
- Dynamics
- Style
- Tempo

B.5.1.2 – Apply musical concepts to historical, social, and cultural contexts.

25.A.2c, 27.B.2, 27.A.2a, 27.A.2b

B.5.1.3 – Evaluate self-recordings for use of musical concepts.

25.A.2c, 26.A.2d

Outcome: **B.5.2** Students will apply fundamental instrument skills while playing music on their instrument.

Components: **B.5.2.1** – Demonstrate correct embouchure.

26.A.2d, 26.B.2c

B.5.2.2 – Demonstrate correct right hand position.

26.A.2d, 26.B.2c

B.5.2.3 – Demonstrate correct left hand position.

26.A.2d, 26.B.2c

B.5.2.4 – Demonstrate correct posture.

26.A.2d, 26.B.2c

B.5.2.5 – Perform correct melody.

26.A.2d, 26.B.2c

B.5.2.6 – Perform correct rhythm.

26.A.2d, 26.B.2c

Outcome: **B.5.3** Students will perform a variety of music with melodic, rhythmic, and expressive qualities.

Components: **B.5.3.1** – Apply note names on staff to instrument fingerings.

26.A.2d, 26.B.2c

B.5.3.2 – Demonstrate correct rhythms in 2/4, 2/2, 6/8, 4/4:

25.A.2c, 26.A.2d, 26.B.2c

- Whole notes/rests
- Half notes/rests
- Quarter notes/rests
- Eighth notes/rests

B.5.3.3 – Identify key signature, clef, and note names on staff.

25.A.2c, 26.A.2d, 26.B.2c

B.5.3.4 – Apply to dynamics of *p*, *m*, *f*, *mf* to music.

25.A.2c, 26.A.2d, 26.B.2c

B.5.3.5 – Demonstrate style of legato, staccato, and accent.

25.A.2c, 26.A.2d, 26.B.2c

B.5.3.6 – Demonstrate tempos.

25.A.2c, 26.A.2d, 26.B.2c

B.5.3.7 – Demonstrate improvisation of basic chord progressions.

25.A.2c, 26.A.2d, 26.B.2c

B.5.3.8 – Compare and contrast a variety of music among the performance selections.

27.A.2a, 27.A.2b, 27.B.2

Purpose: Students will demonstrate fundamental instrument skills as well as listen to music to determine basic music components of melody, harmony, rhythm and phrasing, and apply basic skills of improvisation, reading and writing of music.

Focus: Fundamental instrument skills and the listening, improvisation, reading and writing.

Outcome: **S.5.1** Students will analyze musical concepts in a wide variety of band literature through the use of listening logs.

Components: **S.5.1.1** – Identify the following musical concepts:

25.A.2c

- Rhythm
- Melody
- Intonation
- Instrumentation
- Chord progression
- Dynamics
- Style
- Tempo

S.5.1.2 – Apply musical concepts to historical, social, and cultural contexts.

25.A.2c, 27.B2, 27.A.2a, 27.A.2b

S.5.1.3 – Evaluate self-recordings for use of musical concepts.

25.A.2c, 26.A.2d

Outcome: **S.5.2** Students will apply fundamental instrument skills while playing music on their instrument.

Components: **S.5.2.1** – Demonstrate correct embouchure.

26.A.2d, 26.B.2c

S.5.2.2 – Demonstrate correct right hand position.

26.A.2d, 26.B.2c

S.5.2.3 – Demonstrate correct left hand position.

26.A.2d, 26.B.2c

S.5.2.4 – Demonstrate correct posture.

26.A.2d, 26.B.2c

S.5.2.5 – Perform correct melody.

26.A.2d, 26.B.2c

S.5.2.6 – Perform correct rhythm.

26.A.2d, 26.B.2c

Outcome: **S.5.3** Students will perform a variety of music with melodic, rhythmic, and expressive qualities.

Components: **S.5.3.1** – Apply note names on staff to instrument fingerings.

26.A.2d, 26.B.2c

S.5.3.2 – Demonstrate correct rhythms in 2/4, 2/2, 6/8, 4/4:

25.A.2c, 26.A.2d, 26.B.2c

- Whole notes/rests
- Half notes/rests
- Quarter notes/rests
- Eighth notes/rests

S.5.3.3 – Identify key signature, clef, and note names on staff.

25.A.2c, 26.A.2d, 26.B.2c

S.5.3.4 – Apply to dynamics of *p*, *m*, *f*, *mf* to music.

25.A.2c, 26.A.2d, 26.B.2c

S.5.3.5 – Demonstrate style of legato, staccato, and accent.

25.A.2c, 26.A.2d, 26.B.2c

S.5.3.6 – Demonstrate tempos.

25.A.2c, 26.A.2d, 26.B.2c

S.5.3.7 – Demonstrate improvisation of basic chord progressions.

25.A.2c, 26.A.2d, 26.B.2c

S.5.3.8 – Compare and contrast a variety of music among the performance selections.

27.A.2a, 27.A.2b, 27.B.2

Focus: **Social-Emotional Health**

Purpose: Students will apply decision making skills in coping with risk reduction and interpersonal conflicts. Students will differentiate the effects of their actions on their bodies.

Outcome: Students will apply decision-making skills in coping with risk reduction.

Components: **H.5.1.1** – Recognize media influence on selecting products (false claims, etc.).
22.B.2

H.5.1.2 – Describe how family, school, and peers affect personal health (influences). 22.B.2

H.5.1.3- Describe how culture influences personal behavior. 22.B.2

H.5.1.4 – Analyze the influence of technology on personal and family health (computers, heart monitors, digiwalkers). 22.B.2

H.5.1.5 – Identify interrelationships between personal well-being and environment (sun and skin cancer). 22.C.2

Outcome: Students will apply decision-making skills in coping with interpersonal conflicts.

Components: **H.5.2.1** – Demonstrate the ability to apply skills to manage stress and anger (talk to friend, breathe deep). 24.A.2b, 3.A.2a, 3.A.2b, 1.A.2a

H.5.2.2 – Demonstrate how to use assertive communication strategies. 24.A.2b, 2.C.2b

H.5.2.3 – Differentiate between negative and positive behaviors in conflict situations (verbal and nonverbal). 24.A.2a, 2.D.2a, 2.D.2b, 1.A.2b

Outcome: Students will differentiate the effects of their actions on their bodies and the functioning of their brains.

Components: **H.5.3.1** – Demonstrate the ability to apply skills and strategies to manage personal health goals (logs, charts, etc.). 23.B.2

H.5.3.2 – Analyze information from different product labels (foods, drugs, etc.).
23.B.2

H.5.3.3 – Identify how exercise affects your overall well-being (exercise to brain function). 23.B.2

H.5.3.4 – Identify how the brain affects the basic body systems (circulatory, respiratory, nervous). 23.A.2

H.5.3.5 – Identify the stages of human development in preadolescent boys or Identify the stages of human development in preadolescent girls. 23.C2b

Purpose: Students will demonstrate an understanding of the principles of movement skills through modified sport activity and health-enhancing physical fitness as a result of cardiovascular activity. They will integrate responsibility and cooperation in both independent and group practices.

Outcome: Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.

19.C.2a, 19.B.2, 19.C.2b, 20.A.2b

Components: **1.1** – Describe critical elements of correct movement pattern for all fundamental (basic) movement skills. 19.A.2, 19.B.2

- Describe and demonstrate body positions for a variety of sports skills (ie. Describe and demonstrate the differences between bumping and setting skills with a partner in volleyball).

1.2 – Apply the concept of practice to improve skills in appropriate settings. 19.A.2, 19.B.2

1.3 – Recognize and describe critical elements of more complex movement patterns. 19.B.2, 19.C.2b, 19.C.2a

- Describe the importance of using combinations of body parts in performing a skill. (ie. Describe the use of the legs in performing the bumping or setting skills in volleyball).

1.4 – Identify ways that movement concepts can be used to refine movement skills. 19.C.2b

- Understand that practice improves performance. (ie. Practice motor skills and sport skills to achieve goals in the P.E. activities).

Outcome: Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

Components: **2.1** – Describe the physical, emotional, and psychological benefits of participation in health-related (healthy lifestyle) activities. 20.A.2a

- List the benefits that result from participation in health-related activities.
- Brainstorm a list of the benefits of cardio exercise.

2.2 – Demonstrate regular participation in health-related activities outside of class. 20.A.2a 20.A.2b

- Participate in a league or in a pick-up activity.
- Participate in “Run for Fun”.

2.3 – Describe those activities that are considered to be lifetime activities.
20.C.2b, 20.C.2a

- List activities such as swimming, golf, hiking, and jogging.
- List non-cardio and cardio activities that can be done throughout a lifetime.

Outcome: Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities. 21.A.2b

Components: **3.1** – Work cooperatively with others to obtain a common goal. 21.B.2

- Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.
- Work together with teammates in “Floor Hockey” to score goals.

3.2 – Follow rules and safe practices in all class activities without being reminded. 21.A.2c, 19.C.2a

- Stop activity immediately upon signal from teacher.
- Follow directions and help other to stay safe when participating in PE activities.

3.3 – Distinguish between compliance and noncompliance with game rules and fair play. 21.A.2a, 19.C.2.a

- Demonstrate positive sportsmanship
- Participate in game activity and show positive sportsmanship by lining up and shaking hands with opponent with verbal “nice game”.