

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

5. Comprehend concepts, and identify strategies to prevent the transmission of disease

Evidence Outcomes

Students can:

- Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy
 - Describe how the body fights germs and diseases naturally, with medicines, and through immunization
 - Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, and touch
- Describe the effects of HIV infection on the body
 - Explain how HIV is and is not contracted
 - Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted such as asthma, epilepsy, or AIDS

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why did people die earlier in the early 1900s?
- How can you avoid contact with germs? How can you help your body fight germs? How can you be sure not to spread germs?

Relevance and Application:

- Good hygiene, such as handwashing, deters the spread of germs.
- Technological advances assist with disease tracking and prevention.

Nature of Health:

- Many strategies exist to prevent transfer of germs and disease transmission and to control the severity of illnesses.
- Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.

Content Area: Dance

Standard: 4. Reflect, Connect, and Respond

Prepared Graduates:

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Analyze and evaluate dance works

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Describe the traditional dance vocabulary used in a dance
- b. Assess the suitability of a movement, the number of dancers participating, and the length of the work to determine whether the choreographer’s intent is clear
- c. Recognize how production factors such as poor-quality sound and props may undermine the aesthetic effect of a performance
- d. Compare and contrast works in writing
- e. Describe the movement content of a particular dance work and the effect each component has on the work

Inquiry Questions:

1. What does a particular dance say?
2. How does a particular dance compare with other dances?
3. How do the elements of dance clarify the intent?
4. How can appropriate dance terminology help one to describe the feelings in a particular dance?

Relevance and Application:

1. The importance of not becoming overly analytic at the expense of engaging with the whole work and responding to it imaginatively reminds the dancer and the viewer that dance is an art form that can and should be enjoyed
2. Dance analysis of performance in society provides a structure to frame interpretations from around the world. This framework increases one’s possibilities of becoming imaginatively and creatively involved in a work.

Nature of Dance:

1. Appreciating dance is a process of observing separate movement components of a dance and perceiving them as related or unrelated happenings.
2. When reviewing dance, one must be objective, and give reasons for opinions by providing evidence to support an interpretation.

Content Area: Dance

Standard: 4. Reflect, Connect, and Respond

Prepared Graduates:

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Use basic dance vocabulary to analyze dance works

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Recognize how focus, time, and energy are required to create and perform quality dancesb. Use traditional dance vocabulary to describe aspects of space, time, and energy in a particular dancec. Recognize how the aesthetic principles of design (sequence, contrast, repetition, and unity) increase artistic clarityd. See how contrasts can hold one’s attention, while sequence, transition, and unity make viewing satisfyinge. Describe and analyze a sequence in a dance based on basic the Laban or Benesh language of dance concepts, symbols, and vocabulary	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What movements are inspirational?2. How can appropriate dance terminology help one to describe the structure and design of a dance?3. How does one determine what genre he or she prefers? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Utilizing appropriate vocabulary and principles build toward a literate dancer, choreographer, and viewer, much like musicians, actors, and artists use the vocabulary of the trade to communicate.2. Analyzing dance works builds critique and evaluation skills for becoming adept at problem-solving. <p>Nature of Dance:</p> <ul style="list-style-type: none">1. Interpretation of a dance requires understanding the character of a dance, its subject matter, and the qualities that might be described.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Give, accept, and integrate constructive and supportive feedback from self and others

Evidence Outcomes

Students can:

- Develop selected criteria to critique what is seen, heard, and understood in a performance or dramatization
- Apply constructive feedback in scene creation and character development
- Evaluate and critique through reflection and analysis one's own individual work and the work of others in a productive and respectful way

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What constitutes effective and constructive feedback for a scene and character?
- How does one develop appropriate criteria to critique?
- Why is feedback important?
- Who is impacted by your feedback?
- How can you use feedback as a helpful tool and not a hurtful one?

Relevance and Application:

- Evaluating performances helps to develop analytical and writing skills.
- Understanding the complexity of a performance aids in the appreciation of dramatic literature and playwrights.
- Appreciating how mass and multimedia can create an emotional impact leads to becoming an informed consumer.
- Providing examples of what directors look for when giving director's notes connects the critique process to the product.
- Evaluation and critique through problem-solving and/or problem spotting are key skills needed in every field, particularly science and math.

Nature of Drama and Theatre Arts:

- Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

Content Area: Mathematics

Standard: 2. Patterns, Functions, and Algebraic Structures

Prepared Graduates:

- Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Number patterns are based on operations and relationships

Evidence Outcomes

Students can:

- a. Generate two numerical patterns using given rules. (CCSS: 5.OA.3)
- b. Identify apparent relationships between corresponding terms. (CCSS: 5.OA.3)
- c. Form ordered pairs consisting of corresponding terms from the two patterns, and graphs the ordered pairs on a coordinate plane.¹ (CCSS: 5.OA.3)
- d. Explain informally relationships between corresponding terms in the patterns. (CCSS: 5.OA.3)
- e. Use patterns to solve problems including those involving saving and checking accounts² (PFL)
- f. Explain, extend, and use patterns and relationships in solving problems, including those involving saving and checking accounts such as understanding that spending more means saving less (PFL)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you know when there is a pattern?
2. How are patterns useful?

Relevance and Application:

1. The use of a pattern of elapsed time helps to set up a schedule. For example, classes are each 50 minutes with 5 minutes between each class.
2. The ability to use patterns allows problem-solving. For example, a rancher needs to know how many shoes to buy for his horses, or a grocer needs to know how many cans will fit on a set of shelves.

Nature of Mathematics:

1. Mathematicians use creativity, invention, and ingenuity to understand and create patterns.
2. The search for patterns can produce rewarding shortcuts and mathematical insights.
3. Mathematicians construct viable arguments and critique the reasoning of others. (MP)
4. Mathematicians model with mathematics. (MP)
5. Mathematicians look for and express regularity in repeated reasoning. (MP)

Standard: 2. Patterns, Functions, and Algebraic Structures
Fifth Grade

¹ For example, given the rule “add 3” and the starting number 0, and given the rule “add 6” and the starting number 0, generate terms and the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. (CCSS: 5.OA.3)

² such as the pattern created when saving \$10 a month

Content Area: Mathematics

Standard: 4. Shape, Dimension, and Geometric Relationships

Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Properties of multiplication and addition provide the foundation for volume an attribute of solids.

Evidence Outcomes

Students can:

- a. Model and justify the formula for volume of rectangular prisms. (CCSS: 5.MD.5b)
 - i. Model the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes.¹ (CCSS: 5.MD.5b)
 - ii. Show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. (CCSS: 5.MD.5a)
- iii. Represent threefold whole-number products as volumes to represent the associative property of multiplication. (CCSS: 5.MD.5a)
- b. Find volume of rectangular prisms using a variety of methods and use these techniques to solve real world and mathematical problems. (CCSS: 5.MD.5a)
 - i. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (CCSS: 5.MD.4)
 - ii. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths. (CCSS: 5.MD.5b)
 - iii. Use the additive nature of volume to find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts. (CCSS: 5.MD.5c)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do you think a unit cube is used to measure volume?

Relevance and Application:

1. The ability to find volume helps to answer important questions such as which container holds more.

Nature of Mathematics:

1. Mathematicians create visual and physical representations of problems and ideas that reveal relationships and meaning.
2. Mathematicians make sense of problems and persevere in solving them. (MP)
3. Mathematicians model with mathematics. (MP)

Standard: 4. Shape, Dimension, and Geometric Relationships
Fifth Grade

¹ A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. (CCSS: 5.MD.3a)

A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. (CCSS: 5.MD.3b)

Content Area: Mathematics

Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. The decimal number system describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms

Evidence Outcomes

Students can:

- a. Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (CCSS: 5.NBT.1)
 - i. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. (CCSS: 5.NBT.2)
 - ii. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. (CCSS: 5.NBT.2)
- iii. Use whole-number exponents to denote powers of 10. (CCSS: 5.NBT.2)
- b. Read, write, and compare decimals to thousandths. (CCSS: 5.NBT.3)
 - i. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.¹ (CCSS: 5.NBT.3a)
 - ii. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS: 5.NBT.3b)
- c. Use place value understanding to round decimals to any place. (CCSS: 5.NBT.4)
- d. Convert like measurement units within a given measurement system. (CCSS: 5.MD)
 - i. Convert among different-sized standard measurement units within a given measurement system.² (CCSS: 5.MD.1)
 - ii. Use measurement conversions in solving multi-step, real world problems. (CCSS: 5.MD.1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the benefit of place value system?
2. What would it mean if we did not have a place value system?
3. What is the purpose of a place value system?
4. What is the purpose of zero in a place value system?

Relevance and Application:

1. Place value is applied to represent a myriad of numbers using only ten symbols.

Nature of Mathematics:

1. Mathematicians use numbers like writers use letters to express ideas.
2. Mathematicians look closely and make use of structure by discerning patterns.
3. Mathematicians make sense of problems and persevere in solving them. (MP)
4. Mathematicians reason abstractly and quantitatively. (MP)
5. Mathematicians construct viable arguments and critique the reasoning of others. (MP)

Standard: 1. Number Sense, Properties, and Operations
Fifth Grade

¹ e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. (CCSS: 5.NBT.3a)

² e.g., convert 5 cm to 0.05 m. (CCSS: 5.MD.1)

Content Area: Mathematics

Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

- 2. Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency

Evidence Outcomes

Students can:

- a. Fluently multiply multi-digit whole numbers using standard algorithms. (CCSS: 5.NBT.5)
- b. Find whole-number quotients of whole numbers.¹ (CCSS: 5.NBT.6)
 - i. Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. (CCSS: 5.NBT.6)
 - ii. Illustrate and explain calculations by using equations, rectangular arrays, and/or area models. (CCSS: 5.NBT.6)
- c. Add, subtract, multiply, and divide decimals to hundredths. (CCSS: 5.NBT.7)
 - i. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 5.NBT.7)
 - ii. Relate strategies to a written method and explain the reasoning used. (CCSS: 5.NBT.7)
- d. Write and interpret numerical expressions. (CCSS: 5.OA)
 - i. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (CCSS: 5.OA.1)
 - ii. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.² (CCSS: 5.OA.2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How are mathematical operations related?
- 2. What makes one strategy or algorithm better than another?

Relevance and Application:

- 1. Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra.
- 2. There are many models of multiplication and division such as the area model for tiling a floor and the repeated addition to group people for games.

Nature of Mathematics:

- 1. Mathematicians envision and test strategies for solving problems.
- 2. Mathematicians develop simple procedures to express complex mathematical concepts.
- 3. Mathematicians construct viable arguments and critique the reasoning of others. (MP)
- 4. Mathematicians model with mathematics. (MP)

Standard: 1. Number Sense, Properties, and Operations
Fifth Grade

¹ with up to four-digit dividends and two-digit divisors. (CCSS: 5.NBT.6)

² For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. (CCSS: 5.OA.2)

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Explain and defend personal preferences for specific music

Evidence Outcomes

Students can:

- a. Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works
- b. Discuss the difference between preference for and quality of musical works

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Does an individual preference for a musical work or performance make it good or bad?
2. What is the correlation between liking a work and the importance of a work?
3. Why are many classical works, jazz works and performances, and Broadway songs considered to be exceptional examples of American and Western music even though they do not share the popularity of contemporary "top 40" or other contemporary styles?

Relevance and Application:

1. Developing a series of questions regarding musical preferences allows individuals to discern why they prefer certain styles of music and test their effectiveness.
2. Surveying the listening preferences of consumers provide a basis of musical and nonmusical information, and the use of music terminology in a local community.
3. Comparing musical works that are specific to a given culture provides insight into the evaluation of musical elements and extra-musical aspects used within a culture.

Nature of Music:

1. Musical preferences are developed through individual experiences and are also subject to personality traits.
2. A broad musical experience and comprehensive music vocabulary strengthen one's ability to objectively consider and articulate ideas about music.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Deliver organized and effective oral presentations for diverse audiences and varied purposes

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience

Evidence Outcomes

Students can:

- a. Describe a process and persuade an audience
 - i. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)
 - ii. Use appropriate eye contact and speak clearly at an understandable pace. (CCSS: SL.5.4)
- b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)
- c. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)
- d. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do presenters make themselves clear when presenting ideas to others?
2. How do presenters make a good impression when speaking with others?
3. When presenters want to persuade audience members, what is important for them to remember?

Relevance and Application:

1. Performing artists rehearse to perfect a performance before presenting to an audience.
2. Video-recording and then viewing a presentation can help speakers understand what they do well and what they need to improve.
3. Advertising agencies develop media campaigns (for TV, radio, the Internet, newspapers, and magazines) to persuade people to buy their products.
4. Online resources offer samples of language use from diverse backgrounds.
5. Webinars allow sharing among and between a broader audience.

Nature of Reading, Writing, and Communicating:

1. Effective communicators can present a topic they know well and take the opposing side of an issue.
2. Skilled presenters plan and prepare for the delivery of a presentation.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes

Evidence Outcomes

Students can:

- a. Listen to other's ideas and form their own opinions
- b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1)
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a)
 - ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
 - iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
 - iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)
- c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)
 - i. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.5.2)
- d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is eye contact used to persuade others who are listening?
2. When is it important to use volume as a tool in communication?
3. Why is it difficult to accept someone else's point of view?
4. What can speakers do to make people want to listen to what they have to say?
5. How does body language tell a speaker that he/she is having the desired effect on the audience?

Relevance and Application:

1. Using precise language increases clarity in communication. (A mediator listens to both sides of an argument and then gives a recommendation to solve the problem.)
2. Utilizing online presentation tools engages audiences from across the world.
3. Acknowledging, both verbally and in writing, what has been heard is critical when learning new information.

Nature of Reading, Writing, and Communicating:

1. Good listeners seek to understand before they respond.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Literary texts are understood and interpreted using a range of strategies

Evidence Outcomes

Students can:

- a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge
- b. Use Key Ideas and Details to:
 - i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
 - ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
 - iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)
- c. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
 - ii. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)
 - iii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
 - iv. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
 - v. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme
 - vi. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. (CCSS: L.5.3b)
- d. Use Integration of Knowledge and Ideas to:
 - i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)
 - ii. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
 - iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.
- e. Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RL.5.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When are thinking strategies important?
2. How do readers adjust reading strategies to better understand different texts? What does it mean to be flexible?
3. How are literary texts similar? How are they different?
4. Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
5. If readers could remove inference skills from a person, what would be the consequences?

Relevance and Application:

1. Comprehension skills help us question the author's purpose and view the world with a critical eye (using persuasion to influence our decisions and choices).
2. Acknowledging multiple points of view help people as they meet and work with others.
3. Foreshadowing is a skill that helps people prepare for future events because it creates a fundamental readiness.
4. Authors use words to create pictures for the reader. As readers become aware of visual imagery, they increase their comprehension and use of metacognition.
5. Graphical and multimedia elements of online text provide additional context and structural clues to increase comprehension.

Nature of Reading, Writing, and Communicating:

1. Readers think about the characters and their traits and how they relate to each other.
2. Readers recognize big ideas in literary text that reflect the human experience.
3. Readers are always thinking about the words the author uses to paint pictures.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 2. Ideas found in a variety of informational texts need to be compared and understood

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

a. Use Key Ideas and Details to:

- i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
- ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
- iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- iv. Distinguish between fact and opinion, providing support for judgments made

b. Use Craft and Structure to:

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4)
- ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
- iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
- iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks

c. Use Integration of Knowledge and Ideas to:

- i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
- ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
- iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

d. Use Range of Reading and Complexity of Text to:

- i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

Inquiry Questions:

1. How and when do readers adjust reading strategies to better understand different types of text?
2. What text features are most helpful and why? How do text features help readers access information quickly?
3. Why do authors use specific text features to convey a message?

Relevance and Application:

1. Text features communicate key concepts.
2. Skimming and scanning are important elements of learning and gathering information.
3. The information age requires readers to process lots of information quickly and to determine importance.
4. Online reading makes it challenging for students to learn to focus and follow hyperlinked texts only as appropriate to the information seeking task

Nature of Reading, Writing, and Communicating:

1. Readers automatically retrieve information while they skim and scan text.
2. Readers use text features before, during, and after reading to increase connections and comprehension.

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

Evidence Outcomes

Students can:

- a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)
 - i. Create personal and fictional narratives with a strong personal voice
 - ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
 - iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
 - iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
 - v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
 - vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
- b. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit and revise written work?
3. What do authors do to ensure that they have a topic and supporting details?
4. How do graphic organizers or planning guides increase the effectiveness of a writer?
5. What is the primary message that the author wants readers to interpret from the passage? Where is the evidence from the text?

Relevance and Application:

1. Writing about personal experiences is an important step in expression.
2. Including story elements in writing provides the reader with a more complete product.

Nature of Reading, Writing, and Communicating:

1. Writers use all of the elements of a good story in their writing and have created a systematic plan for including each of them.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
 ➤ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)</p> <ul style="list-style-type: none"> i. Include cause and effect, opinions, and other opposing viewpoints in persuasive writing ii. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a) iii. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) iv. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). (CCSS: W.5.1c) v. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d) <p>b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)</p> <ul style="list-style-type: none"> i. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) ii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) iii. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). (CCSS: W.5.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d) v. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of writing for different audiences? 2. How does revising writing build new skills for writers? 3. How did people gather information before the use of computers? 4. If someone asked you the fastest, most efficient way to gather information about _____, what would you tell them and why? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Successful writing has specific organizational features, style, and craft elements. (Write a persuasive letter to an adult using mature tone and vocabulary. Select a planning guide that will be useful to plan writing.) 2. Technology is used to assist in locating resources to support writers' work. 3. Learning to summarize and write brief explanations is a lifelong skill that that will carry over into the workplace or college. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Writers think about the audience that they are writing for to help them organize their thoughts. 2. Writers use technology as part of their resources to be more organized and thorough when they write.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Use primary, secondary, and tertiary written sources to generate and answer research questions

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 1. High-quality research requires information that is organized and presented with documentation

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)</p> <ul style="list-style-type: none"> i. Summarize and support key ideas ii. Demonstrate comprehension of information with supporting logical and valid inferences iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience <p>b. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)</p> <ul style="list-style-type: none"> i. Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models) ii. Provide documentation of sources used in a grade-appropriate format 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do writers summarize and synthesize information to reflect their ideas on a subject? 2. How do writers organize information so they can reflect on the data gathered? 3. How do writers determine what they want the audience to know and how can they measure it? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Researchers organize information and present it to others around a point of view. 2. Researchers self-evaluate presentations so they can improve. 3. Presentation tools include laser light pointer, animated shows, videotape, and clickers. 4. Treasure seekers use depth radar, metal detectors, and fish school finders to determine the gather information. These are examples of logical and valid sources of supporting information. 5. Effective research with actual documenting sources often persuades a court or a clerk or peers. 6. Use online tools to present information to a broad audience.
	<p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Researchers plan, present, and evaluate projects that have a specific point of view.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 2. Identifying and evaluating concepts and ideas have implications and consequences

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9) <ul style="list-style-type: none"> i. Accurately explain the implications of concepts they use ii. Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose iii. Analyze concepts and draw distinctions between related but different concepts iv. Demonstrate use of language that is careful and precise while holding others to the same standards v. Distinguish clearly and precisely the difference between an implication and consequence vi. Distinguish probable from improbable implications and consequences vii. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS: W.5.9a) viii. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How do people decide on and use credible, relevant, appropriate, accurate, and valid information? 2. How do people explain the implications and concepts used by themselves and others, including authors? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Concepts are used daily to make sense of the world. Lack of clarity with concepts perpetuates misunderstanding. 2. Accurate in-depth comprehension relies on the ability to analyze and differentiate concepts. 3. Messages communicated through reading and writing have implications that require exploration. 4. Use electronic productivity tools to illustrate and convey concepts and your own ideas. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Researchers know all reasoning is expressed through and shaped by concepts, and lead somewhere or have implications and consequences. 2. Researchers understand the language used in documents is important.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

- a. Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth
- b. Acknowledge the need to treat all viewpoints fair-mindedly
- c. Recognize what they know and don't know (intellectual humility)
- d. Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason)

Inquiry Questions:

1. Could the author have been more specific? Could the author have given more details? Could the author have been more exact?
2. Does the author's logic follow from the evidence?
3. Did the author considered various points of view open-mindedly?
4. Did the author determine the quality of his/her thinking and the thinking of others?
5. What method can an author use to show he/she is treating all viewpoints fairly?
6. When people are discussing topics with others, how do they indicate that they do not know the answer?
7. How do people monitor their thinking for clarity and careful reasoning?

Relevance and Application:

1. Asking questions of themselves and of others helps people reach quality understanding and reasoning.
2. Putting individual thinking or the thinking of a favorite author/researcher aside to entertain other thinking is a fair-minded way to gain understanding.
3. Acknowledging that further reading/research can increase my depth of understanding.
4. Acknowledging that analyzing and assessing individual's thinking for quality reasoning fosters desirable outcomes.

Nature of Reading, Writing, and Communicating:

1. Questions enable readers and writers to clarify information.
2. Understanding when people know and when they do not know is a skill that good readers use when they monitor their thinking and reasoning.
3. Throughout each day, people must pose quality questions to think about what they are reading or situations they are facing.
4. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.

Content Area: Science
Standard: Earth Systems Science

Prepared Graduates:
 ➤ Describe how humans are dependent on the diversity of resources provided by Earth and Sun

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 1. Earth and Sun provide a diversity of renewable and nonrenewable resources

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Develop and communicate a scientific explanation addressing a question of local relevance about resources generated by the sun or Earth b. Analyze and interpret a variety of data to understand the origin, utilization, and concerns associated with natural resources 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How can the Sun be used as an energy source? • How can wind be used as an energy source? • What types of energy sources exist on Earth? <p>Relevance and Application:</p> <ul style="list-style-type: none"> • Mining operations provide nonrenewable resources. • Resources are not distributed evenly and require transportation systems to move them to where they are needed. • Towns and laws are often built around resource extraction. <p>Nature of Science:</p> <ul style="list-style-type: none"> • Review and analyze scientific explanations about natural resources presented by their peers, and provide feedback to push their peers to be scientifically accurate and base their claims on adequate and reasonable scientific evidence, not opinion. • Earth and Sun provide a variety of renewable and nonrenewable resources.

Content Area: Science

Standard: Earth Systems Science

Prepared Graduates: <ul style="list-style-type: none">➤ Evaluate evidence that Earth’s geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system
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Grade Level Expectation: Fifth Grade

Concepts and skills students master:
2. Earth’s surface changes constantly through a variety of processes and forces

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Analyze and interpret data identifying ways Earth’s surface is constantly changing through a variety of processes and forces such as plate tectonics, erosion, deposition, solar influences, climate, and human activityb. Develop and communicate an evidence based scientific explanation around one or more factors that change Earth’s surface	<p>Inquiry Questions:</p> <ul style="list-style-type: none">• How does Earth’s surface change?• How do changes on Earth’s surface impact humans? <p>Relevance and Application:</p> <ul style="list-style-type: none">• There are benefits and dangers to humans as Earth’s surface constantly changes.• Communities take into account the effects of the changing Earth in a variety of ways. For example, they might use springs, stilts, drainage techniques, or build off the ground because of frost heaving.• Some cities have emergency plans for earthquakes, flooding, eruptions, and tornadoes.• The development of technology led to tools that made the establishment of measurement standards – the Richter Scale – possible. <p>Nature of Science:</p> <ul style="list-style-type: none">• Ask testable questions about how the earth surface changes.• Utilize a variety of media sources to collect data for analysis regarding Earth processes and the changing surface.• Assess and provide feedback on other’s scientific explanations about factors that change Earth’s surface, pushing for reasoning based on evidence and scientific principles

Content Area: Science

Standard: Earth Systems Science

Prepared Graduates:

- Evaluate evidence that Earth’s geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Weather conditions change because of the uneven heating of Earth’s surface by the Sun’s energy. Weather changes are measured by differences in temperature, air pressure, wind and water in the atmosphere and type of precipitation

Evidence Outcomes

Students can:

- a. Develop and communicate an evidence-based scientific explanation for changes in weather conditions
- b. Gather, analyze, and interpret data such as temperature, air pressure, wind, and humidity in relation to daily weather conditions
- c. Describe weather conditions based on data collected using a variety of weather tools
- d. Use data collection tools and measuring devices to gather, organize, and analyze data such as temperature, air pressure, wind, and humidity in relation to daily weather conditions

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why does the Sun heat different surfaces at different rates?
- Why does the weather change from day to day?

Relevance and Application:

- The Sun’s energy helps change daily weather by influencing the water cycle, air movement, and temperature.
- Gliders and birds exploit updrafts created by thermals.
- Deicing airplanes in the winter is sometimes necessary so that they can fly.
- Weather satellites generate data that measure and monitor changes in weather.

Nature of Science:

- Support explanations of weather using evidence.
- Understand how weather maps are utilized to predict the weather from day to day.
- Assess and provide feedback on other student’s scientific explanations about weather, pushing for reasoning based on evidence and scientific principles.

Content Area: Science
Standard: Life Science

Prepared Graduates:

- Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. All organisms have structures and systems with separate functions

Evidence Outcomes

Students can:

- a. Develop and communicate an evidence-based scientific explanation of the role of different organs or structures that are important for an organism's survival – in both plants and animals
- b. Analyze and interpret data to generate evidence that all organisms have structures that are required for survival in both plants and animals
- c. Create and evaluate models of plant and/or animal systems or parts

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do plants and animals carry out processes necessary for life?
- What different structures do plants and animals use to carry out the same functions?
- What adaptations or characteristics help humans survive?

Relevance and Application:

- Different organism structures are adapted to different functions to ensure survival, and humans often manipulate these different structures for their own uses such as making building materials, food, and medicines.
- Humans have long exploited animals and plants through fishing, herding, and agriculture in order to manage them as renewable food resources.
- There are tools and materials – such as Velcro – made by humans that were inspired by animal or plant adaptations.

Nature of Science:

- Review and analyze information presented by peers and provide feedback on their evidence regarding the importance of various structures to plants and animals.

Content Area: Science
Standard: Life Science

Prepared Graduates:

- Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Human body systems have basic structures, functions, and needs

Evidence Outcomes

Students can:

- a. Develop and communicate an evidence-based scientific explanation regarding how humans address basic survival needs
- b. Analyze and interpret data to generate evidence that human systems are interdependent
- c. Assess further scientific explanations regarding basic human body system functions
- d. Create and evaluate models of human body systems and organs
- e. Compare and contrast a human system to that of another organism, and provide hypotheses about why the similarities and differences exist

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How are human body systems similar to and different from those found in other organisms?
- How are organs impacted when different body systems fail to work correctly?

Relevance and Application:

- People can create goals about their own lifestyle such as exercising every day and eating healthy foods based on an understanding of human body systems.
- Societal norms and practices that are intended to protect our health such as wearing a bicycle helmet can be based on scientific evidence.

Nature of Science:

- Review and analyze information presented by peers on the structure and function of the human body and provide feedback on their evidence and scientific conclusions.
- Critically evaluate models of the human body, identifying the strengths and weaknesses of the model in representing complex natural phenomena.

Content Area: Science
Standard: Physical Science

Prepared Graduates:
➤ Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
1. Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum of weight and mass of its parts

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Develop, communicate, and justify a procedure to separate simple mixtures based on physical propertiesb. Share evidence-based conclusions and an understanding of the impact on the weight/mass of a liquid or gas mixture before and after it is separated into parts	<p>Inquiry Questions:</p> <ul style="list-style-type: none">• How do mixtures act similarly and differently from their original materials?• What are some ways that mixtures can be separated?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">• Knowing properties helps determine how to separate mixtures.• Mixtures make up Earth’s layers. For example, rocks are mixtures of minerals, and minerals are mixtures of elements and compounds.
	<p>Nature of Science:</p> <ul style="list-style-type: none">• Ask testable questions about energy, make a falsifiable hypothesis, design an inquiry based method of finding the answer, collect data, and form a conclusion.• Select appropriate tools to conduct an experiment, use them correctly, and report the data in proper units.• Share results of experiments with others and respectfully discuss results that are not expected.• Review and analyze information presented by peers and provide feedback on their evidence and scientific reasoning about the separation of mixtures and how the separation impacts its total weight/mass.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. The foundations of citizenship in the United States

Evidence Outcomes

Students can:

- Describe and provide sources and examples of individual rights
- Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation
- Explain the reasons for the settlement of the American colonies
- Define the criteria and process for becoming a citizen

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How might citizens view an issue differently because of their backgrounds?
- What is the most important right of a citizen?
- What is the most important responsibility of a citizen?
- How does government meet its responsibility to citizens?
- Who is government?

Relevance and Application:

- Actions illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society. Examples include peaceful assembly by groups and respectful behavior during a performance or speech.
- Knowledge of the foundations of citizenship in the United States ensures that citizens' rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.

Nature of Civics:

- Responsible community members analyze critical historical documents to investigate the development of the national government.
- Responsible community members understand the responsibilities of the national government to its citizens.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. The origins, structure, and functions of the United States government

Evidence Outcomes

Students can:

- Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles
- Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation
- Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them
- Describe how the decisions of the national government affect local and state government

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are democratic ideals and practices and their historic origins?
- Were the founding fathers correct in keeping the Constitution open for flexibility and interpretation? Why?
- How have historical documents defined and distributed power?

Relevance and Application:

- The origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example, fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations

Nature of Civics:

- Responsible community members understand the concept of individual rights as a cornerstone to American democracy.
- Responsible community members understand the relationships between individual rights and personal responsibility.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Analyze historical sources from multiple points of view to develop an understanding of historical context

Evidence Outcomes

Students can:

- a. Identify different ways of dating historical sources to understand historical context
- b. Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution
- c. Create timelines of eras and themes in North America from 1491 through the American Revolution
- d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from 1491 through the American Revolution

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do sources with varied perspectives help us to understand what happened in the past?
2. Why is important to understand the historical context of events?
3. How might history be different without the Declaration of Independence?

Relevance and Application:

1. Historical information from multiple perspectives is used to interpret, evaluate, and inform; and make decisions and policies regarding various issues. For example, some accounts of the American Revolution refer to American patriots while others refer to American rebels.
2. The historical method of inquiry allows individuals to continue to interpret and refine history. For example, political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.

Nature of History:

1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships.
2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.
3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Evidence Outcomes

Students can:

- Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans
- Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution
- Explain the development of political, social and economic institutions in the British American colonies
- Explain important political, social, economic, and military developments leading to and during the American Revolution

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What if Thomas Paine had not written Common Sense?
2. How did historical events and individuals contribute to diversity in the United States?
3. How did important American documents shape American beliefs and values?
4. To what extent did individuals and their ideas contribute to the foundation of the United States government?

Relevance and Application:

1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while on topics to include but not limited to the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.
2. Technological developments continue to evolve and affect the present in areas such as communication, transportation, and science.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
3. Historical thinkers study people, places, and events to tell the story of history from multiple perspectives.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Use various geographic tools and sources to answer questions about the geography of the United States

Evidence Outcomes

Students can:

- a. Answer questions about regions of the United States using various types of maps
- b. Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location
- c. Locate resources in the United States and describe the influence of access on the development of local and regional communities

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can various types of maps and other geographic tools communicate geographic information incorrectly?
2. How do you think differently about data when it is displayed spatially?
3. How and why do we label places?
4. How have places and regions in the United States been influenced by the physical geography of North America over time?

Relevance and Application:

1. Geographic tools are used to locate places and identify resources, physical features, regions, and populations.
2. People and organizations decided on specific locations for operations based on geographic information.
3. Technologies enhance the ability to locate and analyze maps to answer questions. For example, historians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.

Nature of Geography:

1. Spatial thinkers recognize that information can be extrapolated from geographic tools.
2. Spatial thinkers evaluate what data and geographic tools are needed to answer specific questions.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Causes and consequences of movement

Evidence Outcomes

Students can:

- Identify variables associated with discovery, exploration, and migration
- Explain migration, trade, and cultural patterns that result from interactions
- Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment
- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States
- Give examples of the influence of geography on the history of the United States

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?
- How can migration and immigration be represented geographically?
- How has the movement of people and their belongings affected the environment both positively and negatively?

Relevance and Application:

- Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs.
- Technology has influenced movement to, colonization of, and the settlement of North America. For example, the West was promoted as the place for economic prosperity. Transportation systems have influenced movement.
- Migration of individuals has multiple effects on society including economic and environmental impacts.

Nature of Geography:

- Spatial thinkers study patterns of human movement.
- Spatial thinkers analyze the push and pull components of movement.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)➤ Use specific criteria to discuss and evaluate works of art
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Grade Level Expectation: Fifth Grade

Concepts and skills students master: <ul style="list-style-type: none">1. Evaluative criteria is used when responding to works of art
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic valuing of a work of artb. Address intended meaning and the effectiveness of this idea in multiple works of artc. Develop and apply rubrics to evaluate works of artd. Examine and debate the purposes of art	Inquiry Questions: <ul style="list-style-type: none">1. What kind of knowledge is needed to assess works of art?2. Why should works of art be examined?3. Why value works of art? Relevance and Application: <ul style="list-style-type: none">1. Art is valued differently across time and culture. Objective criteria can be employed to evaluate works of art.2. Objective criteria can be employed to evaluate works of art.3. Appreciation of art involves informed understanding of the characteristics and expressive features of art and design, and knowledge of art materials and processes. Nature of Visual Arts: <ul style="list-style-type: none">1. Divergent thinking is the groundwork of creating and talking about works of art.2. Critique works the brain and motivates problem-solving abilities.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Visual arts communicate the human experience

Evidence Outcomes

Students can:

- Describe the relationships between works of art from different cultures being respectful and mindful of culturally sensitive themes
- Use contextual cues to discuss notions of beauty and aesthetic valuing
- Use visual information to construct personal visual narratives
- Identify and interpret how art exists in your world

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why do artists make visual art to tell stories?
- How do the characteristics of a work of art reflect the culture, time period, or artist who produced it?
- Why do innovations in technology and social and political trends influence the creation of visual art?

Relevance and Application:

- The environment that art is being created in is transforming rapidly due to new technological innovations.
- Some cultural traditions are not appropriate for rendering.
- Art is a vehicle for interdisciplinary communication related to the human experience.

Nature of Visual Arts:

- The creation, appreciation of, and consumption of visual art, design, and material culture helps to define who we are as human beings.
- Art reflects the qualities of the culture in which it was produced, including the cultural respect for sensitive themes.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Visual arts learning involves analyzing the formal and sensory qualities of art

Evidence Outcomes

Students can:

- a. Hypothesize and discuss reasons for artistic decisions
- b. Investigate and articulate alternative choices for artistic decisions
- c. Objectively draw conclusions about intended meaning of a work of art

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What drives an artist to choose one thing over another?
2. How can talking or thinking about the visual characteristics of art improve the intended meaning in a work of art?

Relevance and Application:

1. Artists continue to develop new art vocabulary to understand 21st century ideas and works of art. For example, artist Todd Siler describes his work as “metaphorms” – the “engines” of creativity, invention, learning, and discovery that power communication.
2. Media choices, including technology, can imply meaning.

Nature of Visual Arts:

1. The critical process of observing, interpreting, and evaluating leads to informed judgments about the merits in works of art.