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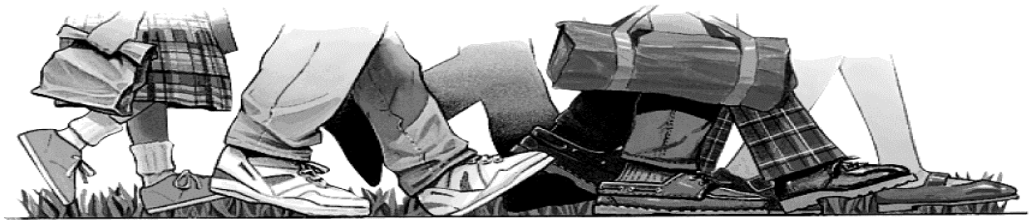
Plainfield Community Consolidated School District 202

www.psd202.org

Learning Goals

Grade

5



We prepare learners for the future

Our Mission

The mission of Plainfield Community Consolidated School District No. 202 — the primary source of comprehensive, high quality education in a trusting, supportive environment — is to develop, at all levels, responsible, successful citizens by providing an education, in cooperation with home and community, which: fosters each individual's value, uniqueness, and importance and promotes lifelong learning in an ever-changing society.

Our Goals

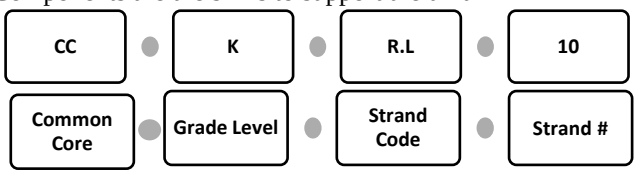
District 202 recognizes the need for a vision that embraces and embodies the desires and aspirations of our learning community. We will encourage and support our students, parents, community, staff, and Board of Education as they dedicate their time, talent, and resources in support and pursuit of these goals.

1. Our Learning Community will be a place where each person can achieve his or her maximum individual potential.
2. Optimal learning cultures, climates, and facilities will be developed and maintained.
3. Communication strategies will create a climate of inclusion, trust, and shared responsibility.
4. Resources will be developed and optimized to fulfill the vision, mission, and goals of the District.

This brochure created by K-5 curriculum committees in all learning areas is intended to provide parents and community members with a listing of important learning goals. The lists does contain all of the content or skills that students will experience during the school year for English Language Arts and Math. The lists does not contain all of the content or skills that students will experience during the school year for Science, Social Studies and Physical Education/Health. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however, this list should help parents and teachers as they discuss academic progress.

Key

Outcomes are the unit of study
Components are the skills to support the unit



Strand Codes

RL = Reading Standards for Literature
RI = Reading Standards for Informational Text
RF = Reading Standards: Foundational Skills
W = Writing
SL = Speaking and Listening
L = Language

English Language Arts

OUTCOME A: Students apply word analysis skills and decoding strategies to acquire meaning and read with sufficient accuracy and fluency to support comprehension.

Components

ELA.005.A.1 Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CC.5.L.4.a

ELA.005.A.2 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CC.5.L.4.b

ELA.005.A.3 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. CC.5.L.5.c

ELA.005.A.4 Reference dictionaries, glossaries, thesauruses (both print and digital), to find the pronunciation and determine or clarify the precise meaning of key words and phrases. CC.5.L.4.c

ELA.005.A.5 Accurately read all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CC.5.R.F.3.a

ELA.005.A.6 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.5.R.F.4.c

ELA.005.A.7 Read on-level text with fluency and understanding. C.5.R.F.4.a

ELA.005.A.8 Use legible cursive handwriting.

OUTCOME B: Students use the writing process to write and communicate clear, coherent, and focused narrative pieces to accomplish a variety of purposes. Students write using standard English conventions.

Components

ELA.005.B.1 Introduce a narrator and/or characters to orient the reader; organize an event sequence that unfolds naturally. CC.5.W.3.a

ELA.005.B.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CC.5.W.3.b

ELA.005.B.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. CC.5.W.3.c

ELA.005.B.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. CC.5.W.3.d

ELA.005.B.5 Write a conclusion that follows the narrated experiences or events. CC.5.W.3.e

ELA.005.B.6 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). CC.5.L.1.b

ELA.005.B.7 Use verb tense to convey various times, sequences, states, and conditions. CC.5.L.1.c

ELA.005.B.8 Identify and correct inappropriate shifts in verb tense. CC.5.L.1.d

ELA.005.B.9 Develop and strengthen writing as needed by planning, revising (expand, combine, and reduce sentences for meaning, reader/listener interest, and style), editing, rewriting, or trying a new approach with guidance and support from peers and adults. CC.5.W.5, CC.5.L.3.a

ELA.005.B.10 Write over extended time (time for research reflection, and revision) and a shorter time (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.5.W.10

OUTCOME C: Students use their writing process to write and communicate clear, coherent, and focused informative and explanatory pieces. Students write using standard English conventions.

Components

ELA.005.C.1 Develop and strengthen writing as needed by planning, revising (expand, combine, and reduce sentences for meaning, reader/listener interest, and style), editing, rewriting, or trying a new approach with guidance and support from peers and adults. CC.5.W.5, CC.5.L.3.a

ELA.005.C.2 Write over extended time (time for research reflection, and revision) and a shorter time (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.5.W.10

ELA.005.C.3 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.5.W.2

ELA.005.C.4 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. CC.5.W.2.a

ELA.005.C.5 Develop the topic with supporting evidence, including facts, definitions, concrete details, quotations, or other information and examples related to the topic. CC.5.W.2.b

ELA.005.C.6 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CC.5.W.2.c

ELA.005.C.7 Write with precise language and domain-specific vocabulary to inform about or explain the topic. CC.5.W.2.d

ELA.005.C.8 Write a concluding statement or section related to the information or explanation presented. CC.5.W.2.e

ELA.005.C.9 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. CC.5.W.8

ELA.005.C.10 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.5.W.7

ELA.005.C.11 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CC.5.L.1.a

ELA.005.C.12 Use correlative conjunctions (e.g., either/or, neither/nor). CC.5.L.1.e

ELA.005.C.13 Spell grade-appropriate words correctly, consulting references as needed. CC.5.L.2.e

OUTCOME D: Students read and comprehend a variety of grade level informational text, including history/social studies, science, technical texts, biographies, and autobiographies at a grade appropriate level, independently and proficiently, to analyze for key ideas and details, and to integrate implicit and explicit knowledge.

Components

ELA.005.D.1 Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. CC.5.R.I.1

ELA.005.D.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CC.5.R.I.2

ELA.005.D.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information. CC.5.R.I.3

ELA.005.D.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area. CC.5.R.I.4

ELA.005.D.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CC.5.R.I.5

ELA.005.D.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.5.R.I.6

ELA.005.D.7 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which point(s). CC.5.R.I.8

ELA.005.D.8 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CC.5.R.I.9

ELA.005.D.9 Summarize informational text. CC.5.R.I.2

OUTCOME E: Students read and analyze a variety of literature including stories, dramas, and poetry, for implicit and explicit meanings.

Components

ELA.005.E.1 Quote accurately from literature when explaining what the text says explicitly and when drawing inferences from the text. CC.5.R.L.1

ELA.005.E.2 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. CC.5.R.L.2

ELA.005.E.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CC.5.R.L.3

ELA.005.E.4 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories, historical fiction, and fantasy) on their approaches to similar themes and topics, and varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. CC.5.R.L.9, CC.5.L.3.b

ELA.005.E.5 Describe how a narrator's or speaker's point of view influences how events are described. CC.5.R.L.6

ELA.005.E.6 Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. CC.5.RF.4.b

ELA.005.E.7 Interpret figurative language, including similes, metaphors, personification, imagery, and hyperbole in context. CC.5.L.5.a

ELA.005.E.8 Identify the meaning of common idioms and proverbs. CC.5.L.5.b

ELA.005.E.9 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CC.5.R.L.5

ELA.005.E.10 Use underlining, quotation marks, or italics to indicate titles of works. CC.5.L.2.d

ELA.005.E.11 Summarize literary text. CC.5.R.I.2

OUTCOME F: Students use the writing process to write and communicate clear, coherent, and focused opinion pieces.

Components

ELA.005.F.1 Develop and strengthen writing as needed by planning, revising (expand, combine, and reduce sentences for meaning, reader/listener interest, and style), editing, rewriting, or trying a new approach with guidance and support from peers. CC.5.W.5,CC.5.L.3a

ELA.005.F.2 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC.5.W.1

ELA.005.F.3 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. CC.5.W.1.a

ELA.005.F.4 Write logically ordered reasons that are supported by facts and details. CC.5.W.1.b

ELA.005.F.5 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CC.5.W.1.c

ELA.005.F.6 Write a concluding statement or section related to the opinion presented. CC.5.W.1.d

ELA.005.F.7 Use punctuation to separate items in a series. CC.5.L.2.a

ELA.005.F.8 Use a comma to separate an introductory element from the rest of the sentence. CC.5.L.2.b

ELA.005.F.9 Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CC.5.L.2.c

ELA.005.F.10 Write over extended time (time for research reflection, and revision) and a shorter time (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.5.W.10

OUTCOME G: Students create a presentation of integrated knowledge and ideas. Students summarize key ideas and themes from a variety of presentations given, including text read aloud and information presented in diverse media formats.

Components

ELA.005.G.1 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. CC.5.SL.4

ELA.005.G.2 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CC.5.SL.5

ELA.005.G.3 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. CC.5.R.I.7

ELA.005.G.4 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; speak clearly at an understandable pace. CC.5.SL.6

ELA.005.G.5 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). CC.5.R.L.7

ELA.005.G.6 Summarize, in written format, a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.5.SL.2

ELA.005.G.7 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.5.SL.3

ELA.005.G.8 Publish writing using technology, including the Internet, to produce and publish writing with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CC.5.W.6

ELA.005.G.9 Demonstrate sufficient command of keyboarding skills to type a miniumu of two pages in a single setting. CC.5W.6

OUTCOME H: Students collaborate (one-on-one, in groups, and teacher-led) with diverse partners to support comprehension.

Components

ELA.005.H.1 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. CC.5.SL.1

ELA.005.H.2 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. CC.5.SL.1.a

ELA.005.H.3 Follow agreed-upon rules for discussions and carry out assigned roles. CC.5.SL.1.b

ELA.005.H.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CC.5.SL.1.c

ELA.005.H.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CC.5.SL.1.d

English Language Arts Honors

OUTCOME A: Students will read and analyze grade-level literary texts using reading strategies to determine the meaning of unknown words, story elements, text structure, and point of view.

Components

ELA.05H.A.1 Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text. CC.6.R.L.1

ELA.05H.A.2 Identify a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.6.R.L.2

ELA.05H.A.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. CC.6.R.L.3

ELA.05H.A.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. CC.6.R.L.4

ELA.05H.A.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. CC.6.R.L.5

ELA.05H.A.6 Explain how an author develops the point of view of the narrator or speaker in a text. CC.6.R.L.6

ELA.05H.A.7 Define unknown words using context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence). CC.6.L.4.a

ELA.05H.A.8 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. CC.6.L.4.c

OUTCOME B: Using the writing process, students will write a narrative that includes descriptive language, a coherent plot, and well-structured event sequences utilizing conventions of standard English.

Components

ELA.05H.B.1 Write an engaging introduction that introduces a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CC.6.W.3.a

ELA.05H.B.2 Apply narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CC.6.W.3.b

ELA.05H.B.3 Integrate a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CC.6.W.3.c

ELA.05H.B.4 Write with precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CC.6.W.3.d

ELA.05H.B.5 Write a conclusion that follows from the narrated experiences or events. CC.6.W.3.e

ELA.05H.B.6 Vary sentence patterns for meaning, reader/listener interest, and style. CC.6.L.3.a

ELA.05H.B.7 Maintain consistency in style and tone. CC.6.L.3.b

ELA.05H.B.8 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. CC.6.L.2.a

ELA.05H.B.9 Spell correctly. CC.6.L.2.b

ELA.05H.B.10 Correctly identify and apply subjective, objective, possessive and intensive pronouns. CC.6.L.1.a-b

OUTCOME C: Students will read and analyze multiple, grade-level informational texts to examine topics or issues.

Components

ELA.05H.C.1 Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text. CC.6.R.I.1

ELA.05H.C.2 Identify the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.6.R.I.2

ELA.05H.C.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CC.6.R.I.3

ELA.05H.C.4 Define the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. CC.6.R.I.4

ELA.05H.C.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. CC.6.R.I.5

ELA.05H.C.6 Identify an author's point of view or purpose in a text and explain how it is conveyed in the text. CC.6.R.I.6

ELA.05H.C.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CC.6.R.I.7

ELA.05H.C.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CC.6.R.I.8

ELA.05H.C.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). CC.6.R.I.9

OUTCOME D: Students will write, using conventions of standard English, informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Components

ELA.05H.D.1 Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CC.6.W.2.a

ELA.05H.D.2 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CC.6.W.2.b

ELA.05H.D.3 Apply appropriate transitions to clarify the relationships among ideas and concepts. CC.6.W.2.c

ELA.05H.D.4 Write with precise language and domain-specific vocabulary to inform about or explain the topic. CC.6.W.2.d

ELA.05H.D.5 Establish and maintain a consistent formal style. CC.6.W.2.e

ELA.05H.D.6 Provide a concluding statement or section that follows from the information or explanation presented. CC.6.W.2.f

ELA.05H.D.7 Vary sentence patterns for meaning, reader/listener interest, and style. CC.6.L.3.a

ELA.05H.D.8 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. CC.6.L.2.a

ELA.05H.D.9 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.6.W.5

ELA.05H.D.10 Spell correctly. CC.6.L.2.b

OUTCOME E: Using the writing process and conventions of standard English, students will write argument pieces for specified audiences that will include a clear position, appropriate tone, coherent arguments and reliable evidence.

Components

ELA.05H.E.1 Introduce claim(s) and organize the reasons and evidence clearly. CC.6.W.1.a

ELA.05H.E.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. CC.6.W.1.b

ELA.05H.E.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. CC.6.W.1.c

ELA.05H.E.4 Establish and maintain a consistent formal style. CC.6.W.1.d

ELA.05H.E.5 Provide a concluding statement or section that follows from the argument presented. CC.6.W.1.e

ELA.05H.E.6 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CC.6.SL.3

ELA.05H.E.7 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CC.6.W.9.b

ELA.05H.E.8 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.6.SL.4

ELA.05H.E.9 Vary sentence patterns for meaning, reader/listener interest, and style. CC.6.L.3.a

ELA.05H.E.10 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. CC.6.L.2.a

ELA.05H.E.11 Spell correctly. CC.6.L.2.b

OUTCOME F: Students will examine and appropriately cite multiple sources to conduct research in order to write and present information.

Components

ELA.05H.F.1 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CC.6.W.7

ELA.05H.F.2 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CC.6.W.8

ELA.05H.F.3 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.6.SL.4

ELA.05H.F.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. CC.6.SL.5

ELA.05H.F.5 Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text. CC.6.R.I.1

ELA.05H.F.6 Identify the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. CC.6.SL.1.d

ELA.05H.F.7 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CC.6.SL.2

ELA.05H.F.8 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. CC.6.SL.1.c

ELA.05H.F.9 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CC.6.SL.6

ELA.05H.F.10 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CC.6.W.6

OUTCOME G: Students will analyze as well as compare and contrast a variety of genres including folktales, myths, fables, poems, novels, and short stories for purpose, structure, theme, content, detail, and effect.

Components

ELA.05H.G.1 Interpret figures of speech (e.g., personification) in context. CC.6.L.5.a

ELA.05H.G.2 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty). CC.6.L.5.c

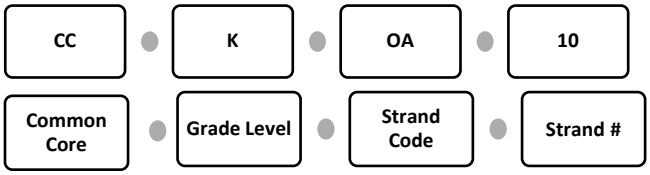
ELA.05H.G.3 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. CC.6.R.L.7

ELA.05H.G.4 Identify the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. CC.6.L.5.b

ELA.05H.G.5 Explain how an author develops the point of view of the narrator or speaker in a text. CC.6.R.L.6

ELA.05H.G.6 Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine the meaning of a word. CC.6.L.4.b

Key



Strand Codes

CC = Counting and Cardinality
OA = Operations and Algebraic Thinking
NBT = Number and Operations in Base Ten
MD = Measurement and Data
NF = Number and Operations Fractions
RP = Ratios and Proportional Relationships
NS = Number System
G = Geometry

Math

OUTCOME A: Equivalencies and Place Value: Using various representations, students will read, write, compare and model equivalencies and place value with whole numbers and decimals.

Components

MA.005.A.1 Use whole number exponents to denote powers of 10. CC.5.NBT.2

MA.005.A.2 Explain and apply the concept of patterns between the number of zeroes in a product and the number of zeroes in the problem when multiplying a number by powers of 10. CC.5.NBT.2

MA.005.A.3 Use manipulatives to model digits and their place value. Recognize 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. CC.5.NBT.1

MA.005.A.4 Compare decimals to thousandths based on digit placement, or by using tools such as base-ten blocks and number lines. Use >, =, and < symbols to record the results of comparisons CC.5.NBT.3b

MA.005.A.5 Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. (Ex: $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$). CC.5.NBT.3a

MA.005.A.6 Use place value understanding to round decimals to any place. CC.5.NBT.4

OUTCOME B: Math Computation: Students will solve problems and number sentences including addition, subtraction, multiplication, and division, using multi-digit numbers and decimals, and understand the inverse relationship between operations.

Components

MA.005.B.1 Explain and apply the concept of patterns between the placement of the decimal point and the multiplication or division of the number by a power of 10. CC.5.NBT.2

MA.005.B.2 Fluently multiply multi-digit whole numbers using the standard algorithm. (Ex: 342 x 27). CC.5.NBT.5

MA.005.B.3 Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. (Ex: 324 x 42 must equal a product in the 10, 000's due to the number of digits in each of the two factors). CC.5.NF.5a

MA.005.B.4 Solve problems using division involving whole numbers with up to four-digit dividends and two-digit divisors. CC.5.NBT.6

MA.005.B.5 Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to solve multi-digit whole number multiplication and division problems. Illustrate the strategies/calculations using equations, arrays and/or area models. CC.5.NBT.6

MA.005.B.6 Use concrete models and drawings, based on place value, properties of operations, the relationship between addition and subtraction and/or the relationship between multiplication and division to add, subtract, multiply, and divide decimals to hundredths. CC.5.NBT.7

MA.005.B.7 Relate addition, subtraction, multiplication, and division of whole numbers and decimals within problem solving strategies to a written method and explain the reasoning used. (Ex: "When dividing, you first need to divide, then multiply, subtract your product from the current sum, and then bring down the next digit. You need to do this in order to multiply each of the numbers according to its place value"). CC.5.NBT.7

OUTCOME C: Fractions: Students will generate equivalent fractions and use them to add and subtract fractions and mixed numbers with unlike denominators.

Components

MA.005.C.1 Apply knowledge of factors and multiples to determine common denominators in order to determine equivalent fractions. CC.5.NF.1

MA.005.C.2 Demonstrate that any number over itself is equal to one (Ex: 2/2 =1 whole) and that equivalent fractions can be determined by multiplying both the numerator and the denominator by the same number. CC.5.NF.1, CC.5.NF.5b

MA.005.C.3 Interpret a fraction as division of a numerator by the denominator (Ex: a/b= a÷b). CC.5.NF.3

MA.005.C.4 Represent fractions in lowest terms. CC.5.NF.1

MA.005.C.5 Solve problems and use visual models or equations to represent the addition and subtraction of fractions with unlike denominators, including mixed numbers. CC.5.NF.1, CC.5.NF.2

MA.005.C.6 Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. (Ex: 2/5 + 1/2 does not equal 3/7 because 3/7 is < 1/2) CC.5.NF.2

OUTCOME D: Fractions: Students will apply and extend previous knowledge of multiplication and division to solve problems and multiply fractions and mixed numbers with like and unlike denominators, divide unit fractions by whole numbers, and use fraction models to represent and solve real world problems.

Components

MA.005.D.1 Formulate or create visual models to interpret, represent and solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers and be able to explain the process. (Ex: interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?) CC.5.NF.3

MA.005.D.2 Multiply a fraction or a whole number by a fraction. (Ex: 4 x 2/3 or 3/5 x 1/3) CC.5.NF.4

MA.005.D.3 Demonstrate and explain how multiplying a given number by a fraction greater than 1 results in a product greater than the given number, and multiplying a given number by a fraction less than 1 results in a product less than the given number. (Ex: 4 x 1 ½ = 6 or 4 x ½ = 2) CC.5.NF.5b

MA.005.D.4 Formulate or create visual fraction models or equations to interpret, represent and solve word problems involving multiplication of fractions and mixed numbers. (Ex: If a party lasted 1 ¼ hours, and 2/3 of the time was spent dancing, what fraction of the total party hours were spent dancing?) CC.5.NF.6

MA.005.D.5 Compute quotients of a unit fraction by a non-zero number and use the relationship between multiplication and division to prove your answer. (Ex: 1/3 ÷ 4 = 1/12 because 1/12 x 4 = 1/3). Create a story context or visual model to

demonstrate your strategy. (Ex: Students may draw an array of 12 divided into 3 parts with one of the 3 parts divided into 4). CC.5.NF.7a

MA.005.D.6 Use previous knowledge of division to divide whole numbers by fractions (Ex: 8÷ ½ = 16), and fractions by whole numbers (Ex: ½ ÷ 8 = 1/16). CC.5.NF.7

MA.005.D.7 Create a story context and use a visual fraction model to explain and show the inverse relationship between multiplication and division within fractions. (Ex: 4 ÷ 1/5 = 20 because 20 x 1/5 =4) CC.5.NF.7b

MA.005.D.8 Solve real world problems involving division of fractions by non-zero whole numbers and division of whole numbers by fractions (Components 1 and 3 above) by using visual fraction models and equations to represent the problem. (Ex: How much chocolate will each person get if 3 people share ½ pound of chocolate equally? How many 1/3 cup servings are in 2/3 cup of raisins?) CC.5.NF.7c

OUTCOME E: Geometry: Classify two-dimensional figures into categories based on their properties and relate the volume of three dimensional figures to multiplication and division.

Components

MA.005.E.1 Recognize volume as an attribute of solid figures and identify a model that demonstrates understanding of the concepts of volume measurement. CC.5.MD.3

MA.005.E.2 Solve problems involving volume by counting unit cubes, using cubic cm, cubic in., cubic ft. and improvised units. CC.5.MD.4

MA.005.E.3 Identify the dimensions of "a cube" and apply the dimensions to solve problems to compute volume. CC.5.MD.3a

MA.005.E.4 Solve real world mathematical problems which relate volume to the operations of multiplication and addition, apply the formula of V = (l) x (w) x (h), and demonstrate the relationship between the formula and visual representation of right rectangular prisms. (e.g. If a cereal box measures 3 in. by 10 in. by 12 in., how many cubic inches of cereal will the box hold?) (CC.5.MD.5 and 5a) or (e.g. If an aquarium has a length of 50 cm, a width of 20 cm and height of 30 cm, how many cm^3 will be needed to fill the aquarium? ((50cm)(20cm)(30cm) = 30,000cm^3). CC.5.MD.5b

MA.005.E.5 Using the associative property, write 2 different equations representing the volume of a right rectangular prism. CC.5.MD.5a

MA.005.E.6 Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

OUTCOME F: Conversions: Students will convert using a given measurement system and use conversions to solve multi-step real-world problems.

Components

MA.005.F.1 Convert among different-sized standard measurement units within a given measurement system. Use these conversions to solve real-world problems. (Ex: Convert 5 cm to 0.05 m, 2 cups to 16oz.). CC.5.MD.1

MA.005.F.2 Demonstrate the use of measurement conversions to solve multi-step real-world problems such as map interpretations. (Using a ruler and a map scale, measure the distance from point A to point B on a map and convert to real-world distance). CC.5.MD.1

MA.005.F.3 Solve problems by comparing two measurement quantities as a ratio and extend the numerical pattern. (e.g. If 1 mile=5,280 feet, then 3 miles=_____, If 360 minutes = 3 hours, _____ =4 hours.). CC.5.MD.1

OUTCOME G: Numerical Expressions and Patterns and Relationships: Students will write, interpret, and evaluate numerical expressions and analyze patterns to determine the relationship and extend the pattern based on given rules.

Components

MA.005.G.1 Write and interpret numerical expressions using parentheses, brackets, or braces and apply order of operations when solving expressions. CC.5.OA.1

MA.005.G.2 Write and interpret simple numerical expressions that record calculations with numbers and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7);

recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product. CC.5.OA.2

MA.005.G.3 Analyze patterns and relationships to determine a missing term in a sequence, extending a sequence, and identifying errors in a sequence. CC.5.OA.3

MA.005.G.4 Generate two numerical patterns using two given rules and identify the relationship between the corresponding terms. (Ex: In and Out boxes). CC.5.OA.3

OUTCOME H: Represent and interpret data: Students will form ordered pairs, graph points in the first coordinate of the coordinate plane and explain the sequence and create a line plot to display a data set.

Components

MA.005.H.1 Draw the coordinate plane by using a pair of perpendicular number lines, define and label the origin as 0, label the x axis and x coordinate, and y axis and y coordinate points in the first quadrant given two sets of ordered pairs. CC.5.G.1

MA.005.H.2 Identify points and describe the paths using ordered pairs by demonstrating an understanding that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and coordinates correspond. CC.5.G.1)

MA.005.H.3 Form ordered pairs consisting of corresponding terms from two patterns, and graph the ordered pairs on a coordinate plane, and explain the relationship of the pattern on the coordinate plane. (Ex: given the rule "add 3" and the starting number of 0 and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and explain the terms in one sequence as twice corresponding terms in the other sequence) CC.5.OA.3

MA.005.H.4 Represent, solve, and interpret coordinate value points in the context of a situational real-world and/or mathematical problem. (Ex: use maps to indicate directions i.e., travel 3 blocks north, then 5 blocks east). CC.5.G.1

MA.005.H.5 Create a line plot to display a data set of measurements in fractions of a unit (½, ¼, 1/8). CC.5.MD.2

MA.005.H.6 Use operations on fractions to solve problems involving information presented in line plots. (Ex: given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally (add unlike fractions and then divide by 3). CC.5.MD.2

Math Honors

OUTCOME A: Equivalent Expressions – Expressions: Students will write and evaluate expressions.

Components

MA.05H.A.1 Write and evaluate numerical expressions involving whole-number exponents. CC.6.EE.1

MA.05H.A.2 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; Explain that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. CC.6.EE.6

MA.05H.A.3 Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. CC.6.EE.2a

MA.05H.A.4 Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2. CC.6.EE.2c

MA.05H.A.5 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. CC.6.EE.3

MA.05H.A.6 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. CC.6.EE.4

OUTCOME B: Equivalent Expressions – Equations: Students will write and evaluate equations and inequalities and plot absolute value and inequalities.

Components

MA.05H.B.1 Solve an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. CC.6.EE.5

MA.05H.B.2 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. CC.6.EE.7

MA.05H.B.3 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Model that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions by representing solutions of such inequalities on number line diagrams. CC.6.EE.8

MA.05H.B.4 Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. CC.6.EE.2b

OUTCOME C: Number Sense: Students will identify and locate rational numbers on number lines and coordinate planes, analyze relationships between dependent and independent variables and graph linear equations.

Components

MA.05H.C.1 Demonstrate that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. CC.6.NS.5

MA.05H.C.2 Identify opposite signs of numbers by indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $–(–3) = 3$, and that 0 is its own opposite. CC.6.NS.6a

MA.05H.C.3 Locate and position integers and other rational numbers on a horizontal or vertical number line diagram; locate and position pairs of integers and other rational numbers on a coordinate plane. CC.6.NS.6c

MA.05H.C.4 Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $–3 > –7$ as a statement that –3 is located to the right of –7 on a number line oriented from left to right. CC.6.NS.7a

MA.05H.C.5 Plot ordered pairs on a four quadrant coordinate grid; demonstrating that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. CC.6.NS.6b

MA.05H.C.6 Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $–3°C > –7°C$ to express the fact that –3°C is warmer than –7°C. CC.6.NS.7b

MA.05H.C.7 Plot the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write $|–30| = 30$ to describe the size of the debt in dollars. CC.6.NS.7

MA.05H.C.8 Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars. CC.6.NS.7d

MA.05H.C.9 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. CC.6.NS.8

MA.05H.C.10 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. CC.6.EE.9

OUTCOME D: Number Sense: Students will compute with fractions and decimals without the use of a calculator and using traditional methods.

Components

MA.05H.D.1 Divide multi-digit numbers using the standard algorithm. CC.6.NS.2

MA.05H.D.2 Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. CC.6.NS.3

MA.05H.D.3 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2). CC.6.NS.4

OUTCOME E: Ratios and Proportions: Students will apply ratio concepts and ratio reasoning to solve problems.

Components

MA.05H.E.1 Apply the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.” CC.6.RP.1

MA.05H.E.2 Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. CC.6.RP.3a

MA.05H.E.3 Apply the concept of a unit rate a/b associated with a ratio a:b with b? 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (Expectations for unit rates in this grade are limited to non-complex fractions.) CC.6.RP.2

MA.05H.E.4 Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? CC.6.RP.3b

MA.05H.E.5 Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. CC.6.RP.3d

MA.05H.E.6 Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent. CC.6.RP.3c

OUTCOME F: Dividing Fractions: Students will apply and extend previous understanding of multiplication and division to divide fractions by fractions and mixed numbers.

MA.05H.F.1 Use area models, number lines and equations to divide whole numbers by fractions and fractions by whole numbers. CC.NS.A.1

MA.05H.F.2 Use fractions strips, area models, number lines and equations to divide fractions by fractions. CC.NS.A.1

MA.05H.F.3 Find quotients of mixed numbers. CC.NS.A.1

MA.05H.F.4 Evaluate algebraic expressions with fractions. CC.NS.A.1

MA.05H.F.5 Solve one step equations that contain fractions and mixed numbers. CC.NS.A.1

OUTCOME G: Geometry: Students will display numerical data in graph form, solve real world problems involving area, surface area, and volume.

Components

MA.05H.G.1 Solve area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. CC.6.G.1

MA.05H.G.2 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. CC.6.G.3

MA.05H.G.3 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. CC.6.G.4

MA.05H.G.4 Solve the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = Bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. CC.6.G.2

OUTCOME H: Stats and Probability: Students will apply the concepts of central tendency to data sets.

Components

MA.05H.H.1 Identify that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. CC.6.SP.1

MA.05H.H.2 Identify the four measures of central tendency using a set of data. CC.6.SP.2

MA.05H.H.3 Describe how a measure of center for a numerical data set summarizes all of its values with a single number (mean), while a measure of variation describes how its values vary with a single number (outlier). CC.6.SP.3

MA.05H.H.4 Display numerical data in plots on a number line, including dot plots, histograms, box plots, line graphs, bar graphs, and Venn diagrams. CC.6.SP.4

MA.05H.H.5 Summarize numerical data sets by reporting the number of observations. CC.6.SP.5a

MA.05H.H.6 Summarize numerical data sets by describing the nature of the attribute under investigation, including how it was measured and its units of measurement. CC.6.SP.5b

MA.05H.H.7 Summarize numerical data sets by giving quantitative measures of center (median and/or mean) and variability (interquartile range [difference between first quartile and third quartile] and/or mean absolute deviation [mean of how each number deviates from the mean]), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. CC.6.SP.5c

MA.05H.H.8 Summarize numerical data sets by relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered. CC.6.SP.5

Science

Physical Science

- Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-1
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 5-PS1-2
- Make observations and measurements to identify materials based on their properties. 5-PS1-3
- Support an argument that the gravitational force exerted by Earth on objects is directed down. 5-PS2-1

Life Science

- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 5-LS2-1
- Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1
- Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun. 5-PS3-1

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environments. 5-ESS3-1
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. 5-ESS1-1
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS1-2

Social Science

OUTCOME A: Students will determine continent and ocean locations according to latitude and longitude, cardinal and intermediate directions on a map or globe, and interpret the 5 themes of geography.

OUTCOME B: Students will identify early explorers and explain how their exploration led to the formation of the 13 Colonies.

OUTCOME C: Students will determine the causes that led to the American Revolutionary War and identify the effects of the American Revolution.

OUTCOME D: Students will explain how westward expansion impacted America's growth as a nation and analyze how westward expansion affected the beginning of the Civil War.

OUTCOME E: Students will explain how the difference between the North and the South led to the Civil War and summarize its effects.

Fine Arts

Art

OUTCOME A: Students will identify and apply tints and shades as value.

OUTCOME B: Students will use value to create 3D form on a 2D surface.

OUTCOME C: Students will identify and apply the concepts of space.

OUTCOME D: Students will identify 3D form focused on hand-building techniques.

Music

OUTCOME A: Students will demonstrate various rhythm patterns in a variety of time signatures.

OUTCOME B: Students will sign melodies in a major scale independently and/or in a group (small or large).

OUTCOME C: Students will read, perform and compose melodies independently and/or in small group.

OUTCOME D: Students will aurally distinguish band and orchestral instruments as well compare and contrast musical ensembles.

Physical Education/Health

OUTCOME HA: Students will demonstrate and apply appropriate decision-making skills.

OUTCOME HB: Students will predict benefits of positive social behavior.

OUTCOME PA: Students will integrate movement and manipulative skills in team sport and rhythmic activities.

OUTCOME PB: Students will demonstrate and integrate the principles of health related fitness components to activities that contribute to their life long wellness.

OUTCOME PC: Students will apply an understanding of team work, sportsmanship, and cooperation in physical activities.