

Cedar Fork Elementary School

Grade 5 - Second Quarter - Assessed Objectives

Reading	Writing	Math
<p>Reading Habits 1.052 Read independently at least 20 minutes every day to learn more about various topics.</p> <p>Vocabulary and Word Work 1.021 Identify the key vocabulary in a nonfiction text and understand what those words mean. 1.032 Increase vocabulary by reading lots of different kinds of texts, studying other subjects (i.e., science, social studies, art), and writing as a way to better understand new learning. 1.012 Expand vocabulary by using what you know about prefixes (sur-, sub-) suffixes (-ous, -ward, -ive, -ic) and separating words into syllables (VC/CV nap/kin, V/CV ho/tel, or VC/C met/al patterns). 1.013 Use context clues to figure out the meaning of unfamiliar words. 1.042 Use dictionaries and glossaries to find the meanings(s) of unfamiliar words.</p> <p>Comprehension and Connections (After Reading Strategies with Expository Text) 2.10 Identify strategies authors use to inform, influence, and entertain their readers. 2.07 Evaluate the quality and usefulness of information and graphics found in text, making sure it matches the reader's purpose and reader's previous experiences. 3.05 Use multiple sources to better understand the main idea and supporting details of a topic.</p> <p>Evaluate Relationships of Ideas 2.082 Determine rank order of importance of ideas, details, or concepts. 2.081 Identify cause and effect in nonfiction text. 2.083 Recognize the time sequence in multiple events or stages. 2.084 Identify a problem and the possible solutions in nonfiction text.</p>	<p>Writing Variety 4.072 Write a variety of different types of texts including news articles, feature stories, letters-to-the-editor and research reports by either selecting the topic or form. 4.032 Write to inform. 4.022 Write to evaluate information and ideas. 4.093 Write business letters. 4.024 Write to influence the thinking of others.</p> <p>Focus 4.061 Writing includes major ideas that stick to the topic.</p> <p>Organization 4.051 Match the planning strategy for organizing own writing by considering the purpose for writing and the audience (Who is this piece written for?) 4.062 Choose an organization or form for the writing that matches the writer's purpose. 5.032 Use transitional words and phrases to connect ideas and concepts in writing.</p> <p>Support and Elaboration 5.031 Revise for elaboration by adding prepositional phrases.</p> <p>Style 5.031 Use prepositional phrases to vary the beginnings of sentences (sentence fluency). 4.033 Choose vocabulary that informs or persuades.</p> <p>Conventions 5.05 Spell most commonly used words correctly. 5.012 Consistently uses capitals to begin the names of magazines, newspapers, and organizations; and use a colon to introduce a list (Mary liked flowers: roses, carnations, tulips, marigolds.) 5.021 Correctly use troublesome verbs (i.e., lay, lie, laid, lain, lying, laying, sit set).</p>	<p>Number and Operations Goal 1 - The learner will understand and compute with non-negative rational numbers. 1.01 Develop number sense for rational numbers 0.001 through 999,999. 1.01a Connect model, number word, and number using a variety of representations. 1.01b Build understanding of place value (thousandths through hundred thousands). 1.01c Compare and order rational numbers. 1.01d Make estimates of rational numbers in appropriate situations. 1.02 Develop fluency in adding and subtracting non-negative rational numbers (halves, fourth, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). 1.02a Develop and analyze strategies for adding and subtracting numbers. 1.02b Estimation of sums and differences in appropriate situations. 1.02c Judge the reasonableness of solutions. 1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil</p> <p>Measurement Goal 2 – The learner will recognize and use standard units of metric and customary measurement. 2.01 Estimate the measure of an object in one system given the measure of that object in another system. 2.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.</p>

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<p>Make Inferences 2.05 Make inferences, conclusions, and generalizations (finding evidence in the text) and evaluate the likelihood of those inferences. 2.095 Make inferences and draw conclusions about what the speaker is saying when listening to others. 2.023 Find information in a text, from previous experiences, or from other sources to support an answer to a question. 2.022 Ask open-ended questions after reading nonfiction text.</p> <p>Conduct Research 3.06 Research a topic by developing guiding questions and exploring a variety of resources to find answers to these questions (encyclopedia, almanac, internet, interview). 2.025 Seek more information on the same or related topic after reading or studying. 2.092 Listen to others and continue the conversation by going deeper into the topic.</p>		<p>Geometry Goal 3 – The learner will understand and use properties and relationships of plane figures. 3.01 Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons. 3.02 <i>Make and text conjectures about polygons involving:</i> 3.02b Lengths of sides and diagonals 3.04 <i>Solve problems involving the properties of triangles, quadrilaterals, and other polygons.</i> 3.04b Lengths of sides and diagonals</p> <p>Data Analysis and Probability Goal 4 – The learner will understand and use graphs and data analysis. 4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.</p> <p>Algebra Goal 5 – The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representations. 5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols. 5.02 Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.</p>

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Science	Health	Social Studies
<p>Goal 3 - The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.</p> <p>3.01 Investigate the water cycle including the processes of:</p> <ul style="list-style-type: none"> • Evaporation. • Condensation. • Precipitation. • Run-off. <p>3.02 Discuss and determine how the following are affected by predictable patterns of weather:</p> <ul style="list-style-type: none"> • Temperature. • Wind direction and speed. • Precipitation. • Cloud cover. • Air pressure. <p>3.03 Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.</p> <p>3.04 Explain how global atmospheric movement patterns affect local weather.</p> <p>3.05 Compile and use weather data to establish a climate record and reveal any trends.</p> <p>3.06 Discuss and determine the influence of geography on weather and climate:</p> <ul style="list-style-type: none"> • Mountains. • Sea breezes. • Water bodies. 		<p>Goal 2 – The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</p> <p>2.06 Explain the role of public education in the United States.</p> <p>2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.</p> <p>Goal 3 – The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.</p> <p>3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.</p> <p>3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p> <p>3.03 Identify examples of cultural interaction within and among the regions of the United States.</p> <p>3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.</p> <p>3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.</p> <p>3.06 Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.</p> <p>3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.</p> <p>Goal 4 – The learner will trace key developments in US history and describe their impact on the land and people of the nation and its neighboring countries.</p> <p>4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.</p> <p>4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.</p> <p>4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.</p> <p>Goal 6– The learner will recognize how technology has influenced change within the United States and other countries in North America.</p> <p>6.02 Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.</p>

Cedar Fork Elementary School

Grade 5 - First Semester - Assessed Objectives

Music	Art	Physical Education
<p>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music. 1.01 Sing with pitch and rhythmic accuracy. 1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>Goal 6 – The learner will listen to, analyze, and describe music. 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. 6.04 Identify a variety of instruments including orchestra and band instruments, and instruments from various cultures.</p> <p>Goal 7 - The learner will evaluate music and music performances. 7.02 Explain, using appropriate music terminology, personal reactions to specific musical compositions and styles.</p> <p>Goal 8 - The learner will understand relationships between music, the other arts, and content areas outside the arts. 8.02 Identify ways in which the principles and subject matter of other disciplines are related to those of music.</p> <p>Goal 9 - The learner will understand music in relation to history and culture. 9.01 Identify the style or genre of aural musical examples from various historical periods and cultures. 9.03 Identify various uses of music and describe characteristics that make certain music suitable for each use. 9.04 Identify and describe roles of musicians in various musical settings and cultures.</p>	<p><i>First Nine Weeks</i> Goal 1 – The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. 1.01 Use imagination as a source for symbolic expression. 1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.</p> <p><i>Second Nine Weeks</i> Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 2.01 Use additional art media, techniques and processes, which may include: Drawing, Printmaking, 3-D, and Photography.</p> <p>Goal 6 – The learner will reflect upon and assess the characteristics and merits of their work and the work of others. 6.01 Respond to questions relating to purpose and appropriateness of works including: Why do you think this artist painted this way? How do the materials the artist used help get across the idea of the artwork?</p>	<p>Goal 7 The learner will achieve and maintain an acceptable level of health-related fitness. 7.01 Demonstrate elements of the FIT guidelines to develop appropriate cardiovascular fitness levels. 7.02 Complete a health-related fitness test.</p> <p>Goal 10 The learner will demonstrate response personal and social behavior in physical activity settings. 10.01 Demonstrate behavior that will resolve conflicts in socially appropriate ways. 10.02 Follow rules, procedures and safe practices with few or no reminders.</p> <p>Goal 11 The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities. 11.03 Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports. 11.05 Demonstrate skills necessary for participation in non-traditional games and activities</p>

Cedar Fork Elementary School

Grade 5 - First Semester - Assessed Objectives

Computer / Technology Skills	Computer / Technology Skills	Computer / Technology Skills
<p>Goal 1 – The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</p> <p>1.01 Recognize, discuss, and visually represent changes in information technologies and the impact changes have in schools, workplace, and society in the United States.</p> <p>1.02 Recognize, discuss, and use terms/concepts related to the protection of computers, networks and information (e.g., virus protection, network security, passwords, firewalls, privacy laws).</p> <p>1.03 Recognize, discuss and use appropriate behavior related to computers, networks, digital information (e.g., security, privacy, passwords, personal information), and identify possible consequences of unethical behavior.</p> <p>1.04 Recognize and discuss how Copyright Laws protect ownership of intellectual property and discuss consequences of misuse.</p> <p>1.05 Recognize and discuss methods used to protect computers, networks, and information from viruses, vandalism and intrusion.</p> <p>1.06 Identify and discuss appropriate technology tools (virus software) to protect computers, networks, and information from vandalism and intrusion.</p> <p>1.07 Explore and discuss occupations/careers that use computers/technology as a class/group.</p> <p>1.09 Recognize, discuss, and explore how spreadsheets are used to calculate, graph, and represent data in a variety of settings (e.g., schools, government, business, industry, mathematics, science).</p> <p>1.10 Recognize and explain the advantages and disadvantages of using word processing to create content area projects / products.</p> <p>1.11 Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects / assignments.</p>	<p>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</p> <p>2.04 Use spreadsheet terms/concepts and function (e.g., median, range, mode) to calculate, represent, and explain content area assignments.</p> <p>2.05 Modify/create and use spreadsheets to solve problems by performing calculations using simple formulas and functions (e.g., +, -, *, /, average).</p> <p>2.06 Create/modify simple content area spreadsheets to enter/edit, calculate, organize, and display content data for class/group assignment/project, citing resources.</p> <p>2.07 Identify, discuss and use WP/DTP menu/tool bar terms/concepts (e.g., import, portrait, landscape, copy and paste between two documents) to describe assignments/projects.</p> <p>2.08 Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation.</p> <p>2.10 Select and use WP/DTP menu/tool bar features to edit/revise and change existing documents/projects/assignments.</p> <p>2.14 Model and explain the importance of ethical, responsible, and safe behavior when using networked digital information (e.g., Internet, mobile phone, wireless, LANs).</p>	<p>Goal 3 – The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.</p> <p>3.03 Cite sources of copyrighted data used in spreadsheets to analyze, interpret, and display findings in content areas.</p> <p>3.04 Enter/edit data into a spreadsheet to test simple “what if. . .” statements to solve problems and make decisions in content area.</p>