

Cedar Fork Elementary School

Grade 5 - First Quarter - Assessed Objectives		
Reading	Writing	Math
<p>Reading Habits 1.051 Read independently at least 20 minutes every day to improve reading fluency (rate, expression, & accuracy). 2.033 Read different kinds of texts including poems.</p> <p>Vocabulary and Word Work 1.031 Increase vocabulary by reading lots of different kinds of texts, studying how words work, participating in discussions, and following the writing process. 1.011 Expand vocabulary by studying Greek and Latin roots (rupt, struct, vis, vid, spec, spect, opt), the origins of words, and derivatives (i.e., electric, electricity, electrician, electron). 1.041 Use a dictionary to figure out the meanings of unknown words.</p> <p>Comprehension and Connections Before and During Reading Strategies 3.013 Write a personal response to what is read. 2.06 Make choices of reading materials to match the purpose for reading (reading for information, reading to learn more about a content topic, reading for pleasure). 2.061 Preview stories and make predictions about the characters, setting, problem, or major events before reading. <i>During Reading Strategies</i> 2.021 make predictions, 2.022 ask questions, 2.028 make connections 2.091 Ask questions when listening to others. 2.01 Use fix-up strategies when what you read doesn't make sense or to better understand the vocabulary (skim, scan, reread, check other sources, ask for help, summarize, paraphrase, ask questions of self or author). 2.027 Preview nonfiction text features and think about what you already know about the topic. 2.0262 Preview nonfiction text and predict the content by looking at the title, headings, captions, and other text features. 3.015 Evaluate the differences between and among nonfiction texts. 2.0332 Read different types of nonfiction such as books of true experience, newspaper & magazine articles, & schedules.</p>	<p>Writing Variety 4.071 Write a variety of different types of texts including poetry by either selecting the topic or form. 4.021 Write to make and support arguments. 4.024 Write to influence the thinking of others 4.091 Write essays 4.041 Select a piece of writing for publishing.</p> <p>Focus 4.061 Writing includes major ideas that stick to the topic.</p> <p>Organization 4.051 Uses a variety of planning strategies to plan and organize the writing, considering what you want to accomplish and the audience (who the reader will be).</p> <p>Support and Elaboration 4.061 Write with elaboration that sticks to the topic.</p> <p>Style 4.083 Revise own writing by creating both simple and complex sentences (sentence fluency).</p> <p>Conventions 5.033a Use a coordinating conjunction (and, but, or, nor, so, yet) when joining equal parts – words, phrases, or clauses (The boy ran home, and the girl stayed at school.)and/or subordinating conjunctions (e.g., after, although, as if, as long as, when, where, unless). 5.033b Use subordinating conjunctions (i.e., after, although, as if, as long as, when, where, unless) to introduce a dependent clause (Our trip was cancelled when the hurricane came.) 5.011 Use a comma before the conjunction in a compound sentence to separate the independent clauses (See example for 5.033a)</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. 1.02 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 & analyze strategies for adding & 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> <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 Make and text conjectures about polygons involving: 3.02b Lengths of sides and diagonals 3.04 Solve problems involving the properties of triangles, quadrilaterals, and other polygons. 3.04b Lengths of sides and diagonals</p> <p>Data Analysis and Probability Goal 4 –The learner will understand & use graphs & 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 2 - The learner will make observations and conduct investigations to build an understanding of landforms.</p> <p>2.01 Identify and analyze forces that cause change in landforms over time including:</p> <ul style="list-style-type: none"> • Water and Ice. • Wind. • Gravity. <p>2.02 Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.</p> <p>2.03 Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming:</p> <ul style="list-style-type: none"> • Canyons. • Valleys. • Meanders. • Tributaries. <p>2.04 Describe the deposition of eroded material and its importance in establishing landforms including:</p> <ul style="list-style-type: none"> • Deltas. • Flood Plains. <p>2.05 Discuss how the flow of water and the slope of the land affect erosion.</p> <p>2.06 Identify and use models, maps, and aerial photographs as ways of representing landforms.</p> <p>2.07 Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of:</p> <ul style="list-style-type: none"> • Clearing land. • Planting vegetation. • Building dams. 	<p>Goal 1 - The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.</p> <p>1.01 Summarize health risks for own age group.</p> <p>1.02 Assume responsibility for own health.</p> <p>1.03 Appraise own health status.</p> <p>1.04 Describe concept of wellness.</p> <p>1.05 List personal benefits of a healthful lifestyle.</p> <p>1.06 Describe methods of avoiding excess sun exposure.</p> <p>Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others.</p> <p>2.01 Analyze the impact of emotions on health-related behaviors.</p> <p>2.02 Successfully manage anger and other strong feelings.</p> <p>2.03 Describe means of dealing with boredom.</p> <p>2.04 Identify basic human needs as motivators of behaviors.</p> <p>2.05 Identify impulse behaviors, ways to control them, and how to respond to others.</p> <p>2.06 Explain that puberty is experienced in predictable stages but at different rates for young people.</p> <p>Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.</p> <p>3.01 Practice first aid for common conditions.</p> <p>3.02 Identify health risks of environmental choices.</p> <p>3.03 Plan behaviors related to environment.</p> <p>3.04 Evaluate reliability of health information sources.</p> <p>3.05 Explain smoke detector value and maintenance.</p> <p>3.06 Describe a personal management plan for preventing tooth decay and periodontal disease.</p> <p>3.07 Dispel myths and misconceptions about disease transmission and demonstrate compassion for others.</p>	<p>Goal 1 - The learner will apply key geographic concepts to the US and other countries of North America.</p> <p>1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the US and other countries of North America.</p> <p>1.02 Analyze how absolute and relative location influence ways of living in the US and other countries of North America.</p> <p>1.03 Compare and contrast the physical and cultural characteristics of regions within the US and other countries of North America.</p> <p>1.07 Analyze the past movement of people, goods, and ideas within and among the US, Canada, Mexico, & Central America and compare it to movement today.</p> <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>2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.</p> <p>2.02 Describe the similarities and differences among the local, state, and national levels of government in the US and explain their legislative, executive, and judicial functions.</p> <p>2.03 Recognize how the US government has changed over time.</p> <p>2.04 Compare and contrast the government of the US with the governments of Canada, Mexico, and selected countries of Central America.</p> <p>2.05 Assess the role of political parties in society.</p> <p>2.07 Compare and contrast the educational structure of the US to those of 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 US.</p> <p>4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.</p> <p>4.06 Evaluate the effectiveness of civil rights and social movements throughout the US history that reflect the struggle for equality and constitutional rights for all citizens.</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>6.01 Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today’s personal computer.</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>

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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. 11.02 Demonstrate various popular folk and square dances, mixer and couple dances. 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> <p>Goal 12 The learner will demonstrate a competent level of physical activity, sport, and fitness literacy. 12.03 Participate in a variety of physical activities as both leader and follower.</p>

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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>