



# Burrillville School Department

## Parent Guide to the Standards: Grade Five

### READING

Foundational Skills	
<b>Phonics and Word Recognition</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Use combined knowledge of 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.</li> </ul>
<b>Fluency</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

Key Ideas and Details	
Literature	Informational Text
<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>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.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>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.</li> </ul>

## Craft and Structure

### Literature

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

### Informational Text

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a **grade 5 topic or subject area**.
- 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.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## Integration of Knowledge and Ideas

### Literature

- 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).
- (RL.5.8 not applicable to literature)
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Informational Text

- 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.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## Range of Reading and Level of Text Complexity

Literature	Informational Text
<ul style="list-style-type: none"> <li>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. (For more information about exemplars of text in this band, please go to <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a>)</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 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. (For more information about exemplars of text in this band, please go to <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a>)</li> </ul>

## WRITING

### Text Types and Purposes

<p><b>Opinion</b></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., <b>consequently, specifically</b>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ul>
<p><b>Informative/ Explanatory</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <b>in contrast, especially</b>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

<p><b>Narrative</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>● Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>● Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<p><b>Production and Distribution</b></p>	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards above.)</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a>.)</li> <li>● With some guidance and support from adults, 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 two pages in a single sitting.</li> </ul>
<p><b>Research to Build and Present Knowledge</b></p>	<ul style="list-style-type: none"> <li>● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● 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.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>○ Apply <b>grade 5 Reading standards</b> 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]").</li> <li>○ Apply <b>grade 5 Reading standards</b> 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]").</li> </ul> </li> </ul>
<p><b>Range of Writing</b></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

## SPEAKING AND LISTENING

<b>Comprehension and Collaboration</b>	<ul style="list-style-type: none"><li>● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 5 topics and texts</b>, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none"><li>○ 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.</li><li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ul></li><li>● Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li><li>● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li></ul>
<b>Presentation of Knowledge and Ideas</b>	<ul style="list-style-type: none"><li>● 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; speak clearly at an understandable pace.</li><li>● Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li><li>● Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</li></ul>

# LANGUAGE

<b>Conventions of Standard English</b>	<ul style="list-style-type: none"><li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li><li>○ Form and use the perfect (e.g., <b><i>I had walked; I have walked; I will have walked</i></b>) verb tenses.</li><li>○ Use verb tense to convey various times, sequences, states, and conditions.</li><li>○ Recognize and correct inappropriate shifts in verb tense.</li><li>○ Use correlative conjunctions (e.g., <b><i>either/or, neither/nor</i></b>).</li></ul></li><li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>○ Use punctuation to separate items in a series.</li><li>○ Use a comma to separate an introductory element from the rest of the sentence.</li><li>○ Use a comma to set off the words <b><i>yes</i></b> and <b><i>no</i></b> (e.g., <b><i>Yes, thank you</i></b>), to set off a tag question from the rest of the sentence (e.g., <b><i>It's true, isn't it?</i></b>), and to indicate direct address (e.g., <b><i>Is that you, Steve?</i></b>).</li><li>○ Use underlining, quotation marks, or italics to indicate titles of works.</li><li>○ Spell grade-appropriate words correctly, consulting references as needed.</li></ul></li></ul>
<b>Knowledge of Language</b>	<ul style="list-style-type: none"><li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none"><li>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>○ Compare and contrast the varieties of English (e.g., <b><i>dialects, registers</i></b>) used in stories, dramas, or poems.</li></ul></li></ul>

<p><b>Vocabulary Acquisition and Use</b></p>	<ul style="list-style-type: none"> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>○ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <b>photograph</b>, <b>photosynthesis</b>).</li> <li>○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ Interpret figurative language, including similes and metaphors, in context.</li> <li>○ Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>○ Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> </li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <b>however</b>, <b>although</b>, <b>nevertheless</b>, <b>similarly</b>, <b>moreover</b>, <b>in addition</b>).</li> </ul>
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**MATH**

<p><b>Mathematical Practices (embedded into all other standards)</b></p>	<ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Reason abstractly and quantitatively.</li> <li>● Construct viable arguments and critique the reasoning of others.</li> <li>● Model with mathematics.</li> <li>● Use appropriate tools strategically.</li> <li>● Attend to precision.</li> <li>● Look for and make use of structure.</li> <li>● Look for and express regularity in repeated reasoning.</li> </ul> <p>For additional information, see <a href="http://www.corestandards.org/Math/Practice/">http://www.corestandards.org/Math/Practice/</a></p>
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## Operations and Algebraic Thinking

### Write and interpret numerical expressions.

- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- Write simple 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  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.**

### Analyze patterns and relationships.

- Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. **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 in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.**

## Number and Operations in Base Ten

### Understand the place value system.

- 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.
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- Read, write, and compare decimals to thousandths.
  - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
  - Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Use place value understanding to round decimals to any place.

### Perform operations with multi-digit whole numbers and with decimals to hundredths.

- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.



## Number and Operations - Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. **For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)**
- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. **For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .**

Apply and extend previous understandings of multiplication and division.

- **Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, 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?**
- **Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.**
  - **Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = (ac)/(bd)$ .)**
  - **Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**
- **Interpret multiplication as scaling (resizing), by:**
  - **Comparing 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.**
  - **Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.**

	<ul style="list-style-type: none"> <li>● <i>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</i></li> <li>● <i>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1</i> <ul style="list-style-type: none"> <li>○ <i>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></li> <li>○ <i>Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></li> <li>○ <i>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</i></li> </ul> </li> </ul>
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Measurement and Data	
<p><b>Convert like measurement units within a given measurement system.</b></p>	<ul style="list-style-type: none"> <li>● Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</li> </ul>
<p><b>Represent and interpret data.</b></p>	<ul style="list-style-type: none"> <li>● Make a line plot to display a data set of measurements in fractions of a unit (<math>1/2, 1/4, 1/8</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <b>For example, 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.</b></li> </ul>
<p><b>Geometric measurement: understand concepts of volume.</b></p>	<ul style="list-style-type: none"> <li>● Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ul> </li> <li>● Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</li> <li>● Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and 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. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</li> <li>○ Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</li> <li>○ 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.</li> </ul>
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Geometry	
<p><b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b></p>	<ul style="list-style-type: none"> <li>● Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand 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 the coordinates correspond (e.g., <b>x</b>-axis and <b>x</b>-coordinate, <b>y</b>-axis and <b>y</b>-coordinate).</li> <li>● Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</li> </ul>
<p><b>Classify two-dimensional figures into categories based on their properties.</b></p>	<ul style="list-style-type: none"> <li>● Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</li> <li>● Classify two-dimensional figures in a hierarchy based on properties.</li> </ul>

# SCIENCE

## **Earth and Space Science (Trimester 1: Earth and Sun)**

- Support an argument that the apparent brightness of the Sun and stars is due to their relative distances from Earth.
- 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.
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.
- Develop a model to describe that matter is made of particles too small to be seen.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## **Physical Science (Trimester 2: Mixtures and Solutions)**

- Develop a model to describe that matter is made of particles too small to be seen.
- 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.
- Make observations and measurements to identify materials based on their properties.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

<p><b>Life Science (Trimester 3: Living Systems)</b></p>	<ul style="list-style-type: none"> <li>● Support an argument that plants get the materials they need for growth chiefly from air and water.</li> <li>● Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</li> <li>● Use a model to describe the movement of matter among plants, animals, decomposers, and the environment.</li> <li>● Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.</li> <li>● Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</li> <li>● Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</li> </ul>
<p><b>Science and Engineering Practices (embedded into other standards)</b></p>	<ul style="list-style-type: none"> <li>● Ask questions that can be investigated based on patterns such as cause-and-effect relationships.</li> <li>● Collaboratively develop and revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.</li> <li>● Develop and/or use models to describe phenomena.</li> <li>● Use a model to test cause-and-effect relationships or interactions concerning the functioning of a natural system.</li> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</li> <li>● Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</li> <li>● Make predictions about what would happen if a variable changes.</li> <li>● Represent data in tables and/or various graphical displays to reveal patterns that indicate relationships.</li> <li>● Analyze and interpret data to make sense of phenomena using logical reasoning.</li> <li>● Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.</li> <li>● Describe, measure, estimate, and/or graph quantities such as weight to address scientific and engineering questions.</li> <li>● Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.</li> <li>● Identify the evidence that supports particular points in an explanation.</li> <li>● Construct an argument with evidence, data, and/or models.</li> <li>● Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by</li> </ul>

evidence.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
- Communicate scientific and/or technical information orally and/or in written formats, including various forms of media, such as tables, diagrams, and charts.

## SOCIAL STUDIES

### Civics and Government

- Students demonstrate an understanding of origins, forms, and purposes of government by identifying the basic functions of government; listing and defining various forms of government; citing examples of when major changes in governments have occurred
- Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by . identifying and summarizing the rule of law, using various enduring/ significant documents; identifying and describing the role of individuals as authority figures/ leaders in the creation of government
- Students demonstrate an understanding of United States government by identifying and describing the function of the three branches; identifying how power is divided and shared among the levels of the United States government; explaining how a bill becomes a law
- Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination; identifying enduring documents (e.g., Bill of Rights, U.S. Constitution) that reflect the underlying principles of the United States; exhibiting and explaining what it means to be a responsible citizen in the community
- Students demonstrate an understanding of citizens' rights and responsibilities by defining the concepts: "civic"(adj.), "civics"(n), "civil," and "citizen"; identifying citizens' rights in a democratic society; identifying a citizen's responsibilities in a democratic society; identifying conflicts between individual rights and the common good
- Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by identifying and explaining specific ways rights may or may not be exercised; recognizing potential conflicts within or among groups, brainstorming possible solutions, and reaching compromises; explaining the judicial process - due process – local, state, and federal
- Students demonstrate an understanding of political systems and political processes by explaining how leaders are selected or elected; . listing the "labels" that individuals may give themselves within a political process; identifying, comparing, and contrasting different "political systems"
- Students demonstrate their participation in political processes by using a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom; describing the voting process for a local, state, or national

	<p>election; engaging in the political process</p> <ul style="list-style-type: none"> <li>• Students participate in a civil society by demonstrating respect for the opinions of others; demonstrating the ability to compromise; taking responsibility for one's own actions; identifying and accessing reliable sources to answer questions about current important issues</li> <li>• Students demonstrate an understanding of the many ways Earth's people are interconnected by identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others; locating where different nations are in the world in relation to the U.S</li> <li>• Students demonstrate an understanding of the benefits and challenges of an interconnected world by identifying and discussing factors that lead to the breakdown of order among societies; citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</li> <li>• Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by identifying and analyzing the effects of consumer choice; explaining how actions taken or not taken impact societies</li> </ul>
<p><b>Economics</b></p>	<ul style="list-style-type: none"> <li>• Students demonstrate an understanding of basic economic concepts by differentiating between human, natural, capital, man-made, and renewable vs. finite resources; identifying the role of producers and consumers in real-world and historical context; identifying and differentiating between surplus, subsistence, and scarcity</li> <li>• Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by comparing the cost and benefits of consumer and producer choices to determine the value; providing examples of how a society defines or determines wealth</li> <li>• Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by describing the distribution of goods and services; identifying how scarcity impacts the movement of people and goods</li> <li>• Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying the benefits and barriers of different means of exchange; identifying and explaining how supply, demand, and incentives affect consumer and producer decision making; comparing and contrasting incentives (i.e., advertising and marketing) related to consumer spending</li> <li>• Students analyze how Innovations and technology affects the exchange of goods and services by identifying how inventions, innovations, and technology stimulate economic growth; providing examples of how innovations and technology positively or negatively impact industries, economies, cultures, and individuals</li> <li>• Students demonstrate an understanding of the interdependence created by economic decisions by depicting the cyclical relationship of the participants within an economy</li> <li>• Students demonstrate an understanding of the role of government in a global economy by identifying how governments provide goods and services in a market economy by taxing and borrowing; citing</li> </ul>

	<p>examples of how government policies can positively or negatively impact an economy</p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>● Students understand maps, globes, and other geographic tools and technologies by identifying physical features of maps and globes; . utilizing geographic tools like latitude and longitude to identify absolute location; differentiating between local, regional, and global scales</li> <li>● Students identify the characteristics and features of maps by recognizing spatial information provided by different types of maps; . interpreting the spatial information from maps to explain the importance of the data</li> <li>● Students understand the physical and human characteristics of places by . explaining and/or connecting how the geographical features influenced population settlement; comparing and contrasting patterns of population settlement based on climate and physical features</li> <li>● Students distinguish between regions and places by comparing and contrasting the characteristics of different types of regions and places; explaining the difference between regions and places</li> <li>● Students understand different perspectives that individuals/ groups have by identifying and describing the physical and cultural characteristics that shape different places and regions; researching a region to analyze how geography shapes that culture's perspective</li> <li>● Students understand how geography contributes to how regions are defined / identified by identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area); explaining how regions may change over time</li> <li>● Students understand why people do/do not migrate by identifying and explaining the push and pull factors that lead to a decision to migrate</li> <li>● Students understand the interrelationships of geography with resources by using evidence to correlate how geography meets or does not meet the needs of the people</li> <li>● Students understand how geography influences human settlement, cooperation or conflict by recognizing and justifying how geography influences human settlement, cooperation and conflict</li> <li>● Students explain how humans depend on their environment by researching and reporting how humans depend on the environment; explaining how human dependence on environment influenced development of civilizations</li> <li>● Students explain how humans react or adapt to an ever-changing physical environment by identifying and describing human reactions to changes in their physical environment; analyzing the impact of human reactions to environmental changes</li> <li>● Students explain how human actions modify the physical environment by identifying how human actions have changed the physical environment and describe its effects</li> </ul>
<p><b>Historical Perspective</b></p>	<ul style="list-style-type: none"> <li>● Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying appropriate sources</li> </ul>



(e.g., historical maps, diaries, photographs) to answer historical questions; using sources to support the stories of history; asking and answering historical questions, organizing information, and evaluating information in terms of relevance; identifying the point of view of a historical source

- Students interpret history as a series of connected events with multiple cause-effect relationships, by investigating and summarizing historical data in order to draw connections between two events and to answer related historical questions
- Students connect the past with the present by identifying sequential events, people, and societies that have shaped RI today; comparing and contrasting the development of RI ethnic history to the nation's history; identifying and describing how national and world events have impacted RI and how RI has impacted world events
- Students chronicle events and conditions by placing key events and people of a particular historical era in chronological sequence; summarizing key events and explaining the historical contexts of those events
- Students show understanding of change over time by establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time
- Students demonstrate an understanding of how the past frames the present by identifying historical conditions and events that relate to contemporary issues; answering "what if" questions and using evidence to explain how history might have been different
- Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by explaining how the similarities of human issues across time periods influence their own personal histories; explaining how the differences of human issues across time periods influence their own personal histories; identifying the cultural influences that shape individuals and historical events
- Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by identifying and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses; identifying and explaining using specific examples, how shared events affect how individuals and societies adapt and change
- Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people by citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present; providing historical examples of factors, causes, and reasons that lead to interactions; describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation
- Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time; providing examples of cultural diversity
- Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment

	<p>by identifying how cultural expectations impact people's behavior in their community; . using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline; describing challenges or obstacles a civilization/ country/ nation faced as it grew over time</p> <ul style="list-style-type: none"> <li>• Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by identifying various factors that impact individual and or group's perspective of events; describing how an individual or group's perspectives change over time using primary documents as evidence</li> </ul>
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## CO-CURRICULAR CONTENT AREAS

<b>Art</b>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge and application of Visual Art and Design concepts</li> <li>• Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design</li> <li>• Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts</li> <li>• Students demonstrate the ability to communicate in the language of Visual Art and Design</li> <li>• Students demonstrate the ability to extract meaning from works of art</li> <li>• Students reflect upon, analyze and evaluate the work of self and others</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf</a> and <a href="http://curriculum.bsd-ri.net/art">http://curriculum.bsd-ri.net/art</a></p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)</li> <li>• Students show evidence of improvising, composing, and arranging</li> <li>• Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music</li> <li>• Students show evidence of connecting music to the arts and other disciplines</li> <li>• Students perform music alone and with others in a variety of settings</li> <li>• Students analyze and describe music</li> <li>• Students evaluate music</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf">http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf</a> and <a href="http://curriculum.bsd-ri.net/Music">http://curriculum.bsd-ri.net/Music</a></p>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</li> <li>• Students will apply movement concepts and principles to the learning and development of motor skills.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will understand the implications of and the benefits derived from involvement in physical activity</li> <li>● Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</li> <li>● Students will demonstrate responsible personal and social behavior in physical activity settings.</li> <li>● Students will understand that internal and external environments influence physical activity.</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.thriveri.org/documents/RI_PE_Framework.pdf">http://www.thriveri.org/documents/RI_PE_Framework.pdf</a> and <a href="http://curriculum.bsd-ri.net/physical-education">http://curriculum.bsd-ri.net/physical-education</a></p>
<b>Health</b>	<ul style="list-style-type: none"> <li>● Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</li> <li>● Students will demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>● Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</li> <li>● Students will analyze the influence of culture, media, technology, and other factors on health.</li> <li>● Students will demonstrate the ability to use interpersonal and communication skills to enhance health.</li> <li>● Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</li> <li>● Students will demonstrate the ability to advocate for personal, family, community and environmental health.</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://thriveri.org/documents/RI_CHI_Outcomes.pdf">http://thriveri.org/documents/RI_CHI_Outcomes.pdf</a> and <a href="http://curriculum.bsd-ri.net/health">http://curriculum.bsd-ri.net/health</a></p>
<b>Computer Science/ Technology</b>	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of the nature of technology</li> <li>● Students demonstrate an understanding of the need for technology</li> <li>● Students demonstrate an understanding of the attributes of a design process</li> <li>● Students demonstrate an understanding of technological products and systems</li> <li>● Students demonstrate an understanding of effective design</li> <li>● Students demonstrate an understanding of the areas of engineering and technology</li> <li>● Students demonstrate an understanding of selecting appropriate tools</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf</a> and <a href="http://curriculum.bsd-ri.net/technology">http://curriculum.bsd-ri.net/technology</a></p>

## HABITS OF A LEARNER

<b>Respectful</b>	Students demonstrate respect for school staff, peers, and property
<b>Responsible</b>	Students demonstrate responsibility for their actions, use of time, use of materials, personal belongings, and homework
<b>Ready to Learn</b>	Students come to class prepared, work independently when asked to, work efficiently in groups/with partners, listen to and follow directions