

Oral Language	Reading	Writing	Grammar & Punctuation	Spelling & Vocabulary
<p>Students demonstrate refined expressive language skills as they read with pacing and dramatic inflection, and share oral reports with confidence.</p> <p>Students ask questions for clarification, and respond to questions, even when the answer is unknown.</p> <p>Students present well-prepared speeches using effective intonation, volume, and posture, with support.</p> <p>Students are active attentive listeners, demonstrating acquired social language skills.</p>	<p><b>Reading Skills</b> Students read grade-level literature with increased fluency, expression, and confidence.</p> <p>Students apply reading strategies and extended vocabulary in other subjects within oral and written-response assignments. Individually set reading strategies and goals are met.</p> <p>Text resources such as the dictionary and thesaurus are used independently, as are research resources such as articles, encyclopedias, Internet, and nonfiction texts.</p> <p>Students choose from a wide variety of genres, further developing strategies and criteria for selecting reading materials independently.</p> <p><b>Comprehension and Analysis</b> Students analyze literature in terms of such literary elements as setting, characters, plot, theme, and author's craft; and identify such literary devices as similes, metaphors, imagery and personification. Oral and written responses in literature groups demonstrate comprehension.</p>	<p><b>Strategies and Applications</b> Students begin to demonstrate independent use of text organization in fiction and nonfiction writing. Stories and plots include original characters, and problems and solutions. Writings include letters, biographies, autobiographies, and poetry. Writing is adapted for purpose and audience, with guidance.</p> <p>Students begin to experiment with sentence length and structure, vary leads and endings, and use greater description, detail, and similes with guidance.</p> <p>Students revise writings for ideas, organization, word choice, flow, voice, and conventions, with guidance, incorporating suggestions from others.</p> <p>Students begin to use spell checkers to edit with greater precision.</p> <p>Students set writing goals.</p> <p><b>Written Conventions</b> See Grammar and Punctuation.</p>	<p>Students write in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person using narrative devices such as quotation marks for dialog and direct quotes.</p> <p>Subject/verb agreement is automatic.</p> <p>Students use apostrophes for possessives and contractions, commas and conjunctions, and apply rules of capitalization.</p> <p>Students identify nouns, verbs, adjectives, and adverbs in context of usage.</p>	<p>Independently uses references tools.</p> <p>7/10 sentences have correct spelling as measured in Spring <i>All School Write</i> essay.</p> <p>Spells homophones from 5<sup>th</sup> Grade list with 80% accuracy (see list 5b).</p> <p>Makes at least a 15-point gain in orthographic features on the Upper Level Spelling Inventory (<i>Words Their Way</i>), from base established at end of Grade 4.</p>

Editing Marks	Handwriting & Word Processing	Spanish	Math	Technology	Social Studies
<p>Sentences are edited for completeness of thought.</p> <p>Students understand and respond to all corresponding and previously presented editing marks used on the Gateway Editing Chart. (See Addendum.)</p>	<p>Students keyboard with accuracy in punctuation and formatting.</p> <p>Students type, with correct fingering, at 25 w.p.m.</p> <p>Students write legibly in a style of personal choice.</p>	<p><b>Participation</b> Participates and attends when called upon 90% of the time.</p> <p>Produces oral, guided language with 80% accuracy with teacher guidance.</p> <p><b>Comprehension/Response</b> Comprehends extensive grade-level vocabulary 90% of the time.</p> <p><b>Content/Vocabulary</b> Demonstrates knowledge of 70% of grade-level vocabulary and grammar.</p> <p>Demonstrates knowledge of 80% of previous grade-level vocabulary.</p> <p><b>Reading/Alphabet</b> Produces sounds of 80% of letters and names most frequent letters for spelling.</p> <p>Reads and understands simple stories and extensive dialogues with 80% accuracy.</p> <p><b>Writing</b> Writes extensive sentences with proper grammar 80% of the time and produces 3-6 sentence paragraphs with guidance.</p> <p><b>Homework</b> Completes homework with 80% accuracy and returns it on time 90% of the time.</p>	<p><b>Algebra Concepts</b> Students understand relationships in tabular form such as input/output boxes, and demonstrate limited knowledge of variables.</p> <p><b>Geometry</b> Students know the names of common geometric figures.</p> <p>Students measure lengths using customary and metric measures, find the perimeter of figures with straight-line sides, and areas of rectangles.</p> <p><b>Numbers and Operation</b> Students demonstrate fluency of multiplication and related division facts through the 12's tables, are proficient with decimal addition and subtraction, and can multiply decimals with guidance.</p> <p>Students use the algorithm for finding equivalent fractions, know decimal equivalents of <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, and <math>\frac{3}{4}</math> for fractions with denominators that are powers of 10, and can add and subtract fractions with the same denominator.</p> <p>Is exposed to multiplication of fractions with guidance.</p> <p>Can see percents with guidance.</p> <p><b>Data and Probability</b> Students interpret and create double-bar graphs and line graphs, and use ordered pairs on coordinate grids, employing grade-level skills.</p>	<p><b>General Computer Skills</b> Practices formal keyboarding skills, including Alphasmarts, with goal of 25 WPM with accurate fingering.</p> <p>Refills printer paper.</p> <p>Uses "find file" features.</p> <p>Knows how to force quit applications.</p> <p>Knows how to reboot a computer.</p> <p>Understands the computers file structure (how to save, where is the document being saved to, how to open it again etc.).</p> <p>Demonstrates appropriate behavior for technology use, shows respect when using all technology equipment, and understands consequences for misuse of computers.</p> <p><b>Word-Processing</b> Copies and pastes text, graphics, and/or other media resources from one application to another.</p> <p>Knows how to use Print Preview before printing.</p> <p>Uses help menus.</p> <p>Hides and shows help "balloons" and/or assistants.</p> <p><b>Internet</b> Enters a URL into the browser location to access a web site (under supervision).</p> <p>Knows how to use Print Preview before printing.</p> <p>Knows how many pages are actually going to print before printing.</p> <p>Accesses the Internet and uses teacher-reviewed bookmarks and/or links.</p> <p>Makes bookmarks in a browser.</p> <p>Copies and/or prints digital media (graphics, text, movies, sounds, etc.) from online sources.</p> <p>Uses search engines to locate information on the World Wide Web.</p> <p>Discusses copyright issues of electronic media.</p> <p>Understands the concept and consequences of plagiarism and copyright infringement.</p> <p>Recognizes and distinguishes between educational, business and personal Web address endings (edu, org, com, gov).</p> <p><b>PowerPoint or Flash-</b> Creates and presents one or more curriculum-related multimedia projects, using text and graphics, to an audience (either using Power-Point or Macromedia Flash).</p>	<p><b>Social and Interpersonal Skills</b> Kidpower; understands issues involved in making choices.</p> <p><b>Community Awareness and Understanding</b> Willingly participates in class chosen community service project.</p> <p><b>Geographical, Cultural and Historical Understanding</b> Learn there were at least 500 native cultures before the major European exploration of the English, French, Dutch and Spanish.</p> <p>Demonstrates ability to research at least one Native American culture from the Eastern section or the plains section of North America, in the area we now called the United States.</p> <p>Understands the chronology of the colonization of the Eastern coast of the United States.</p> <p>Understands the struggle for independence.</p>

Science skills & Content	Art	Music	PE	Behavioral Expectations
<p><b>Focus on Lab Science:</b> <b>Physical and Chemistry</b> Along with the particular concepts and ideas related to each topic, students learn safe science lab behavior and careful observation practices.</p> <p>Students learn the Earth's atmosphere has layers, has weight, and exerts pressure on us. Students also learn air pressure can do work; that cold air is heavy and warm is light.</p> <p>Students learn air pressure differentials can provide lift.</p> <p>Students learn the atmosphere has varying amounts of moisture.</p> <p>Students learn there are three stages of buoyancy.</p> <p>Students learn that the weight of an object is its displacement in water. Students learn water pressure increases with depth. Students learn there is molecular adhesion among water molecules. Students learn heat energy can be gained or lost. Students learn heat energy amounts and measured temperature are different. Students learn about heat energy transfer vs. time. Students learn about heat radiation and absorption and that it varies with the type of materials involved. Etc...</p> <p><b>Life Sciences</b> Along with various topics in the Life Lab program for fifth grade, the in-class activities include the deep ocean life (Maré).</p>	<p>Draws a large still life with at least three different values in the composition .</p> <p>Creates an abstract composition based on real objects.</p> <p>Identifies and use the principle of asymmetrical balance in works of art.</p> <p>Makes an assemblage (found object sculpture) that communicate an idea and uses balance in the composition.</p> <p>Creates a painting of a still life using a monochromatic color scheme.</p> <p>Abstracts the image of an animal in order to create a ceramic mask of that animal.</p> <p>Uses counterpoint in a black and white design of objects such as insects.</p>	<p>Plays and composes expressively using a palette of techniques including varied instrumentation, tonality, dynamics, etc.</p> <p>Integrates music and movement in compositions related to visual art and/or literature.</p> <p>Works effectively as a member of a compositional team on a long-term project.</p> <p>Accurately identifies key aspects of performances and bases suggestions on these.</p> <p>Collaborates on a written score in standard notation.</p>	<p><b>Manipulative Skills</b> Enters, jumps, and leaves a turning, long rope. Throws a flying disc for accuracy at a target/partner using a backhand movement. Throws/catches an object underhand and overhand while avoiding an opponent. Fields a thrown ground ball. Punts a ball dropped from the hands at a target. Stops a kicked ball by trapping it with the foot while moving. Strikes a dropped ball with a racket toward a target using the forehand movement pattern. Backhand-hits a softly tossed ball with a racket. Strikes a gently tossed ball with a bat from a side orientation. Serves a lightweight ball over the net using the underhand movement pattern. Dribbles a ball and kicks it toward a goal while being guarded. Passes a ball back and forth with a partner using a chest pass and bounce pass. Volleys a tossed ball to an intended location.</p> <p><b>Knowledge of Movement Concepts</b> Explains the importance of open space when playing sport-related games. Explains how to adjust body position to catch a ball thrown off center. Demonstrates how to warm-up muscles and</p>	<p>Walks around conversation without reminder.</p> <p>Supports peers when sees unfairness or bullying.</p> <p>Expresses personal opinion with respect to other's opinions.</p> <p>Relates comments to subject under discussion.</p> <p>Can take leadership in a group project.</p> <p>Stays on task even if there are distractions.</p>

<p>Students will learn to build inclusion, to demonstrate communication and listening skills, develop oral language skills and use them in meaningful ways.</p> <p>Students will learn to determine that is already known, to develop observation skills.</p> <p>Students will demonstrate the ability to design and construct models of plankton.</p> <p>Students will learn through exploration that things dumped into the ocean maybe distributed by currents. That wind and the temperature differences between masses of water are factors that cause currents, that the ocean is really one ocean, and is made up of layers of water of different densities, that cold water is denser than warm water, and water with salt is denser than fresh water, that the more packed the molecules in a substance, the denser the substance.</p> <p>Students will learn that much of the world's food supply comes from the ocean; a huge part of history, migration, colonization, trade routes, and wars, up until air travel is the story of how people have used wind and currents in travels from one continent to another.</p> <p>Students will demonstrate: most of our planet is covered by ocean but only a small fraction of the ocean supports large concentrations of live and use a circle graph to display</p>			<p>joints prior to running, jumping, kicking, throwing, and striking.</p> <p>Performs flexibility exercises that will stretch specific muscle areas for given physical activities.</p> <p>Explains the benefits of performing stretches and holding them for increasing periods of time after warm-up.</p> <p>Assesses health related fitness using the President's physical fitness test.</p> <p>Identifies personal results of the fitness test and identifies one or more ways to improve components that do not meet minimum standards.</p> <p>Explains why dehydration impairs temperature regulation and physical and mental performance.</p> <p><b>Psychological and Sociological Concepts</b></p> <p>Works on a long term physical activity goal.</p> <p>Explains the difference between acts of physical courage and physically reckless acts.</p> <p>Acts in a safe and healthy manner when confronted with negative peer pressure.</p> <p>Contributes ideas and listens to the ideas of others in cooperative problem-solving activities.</p> <p>Verbally acknowledges the contributions and strengths of others, and accommodates individual differences in others' physical abilities in small group activities.</p> <p>Appreciates physical games and activities reflecting diverse heritages.</p>	
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<p>this concept.</p> <p>Students will learn that pelagic creatures are organisms living in the open ocean. They will dissect a squid looking closely at the insides and outsides, and will show how adaptations are needed to survive and thrive.</p> <p>Through dissection students will learn the external and internal anatomy of a squid, how to tell the difference between a male and a female, and the respiratory, circulatory, and nervous systems of a squid.</p> <p>Students will learn through role play: how commercial fisheries flourish where the interactions of currents and sunlight provide a productive environment, how most ocean fisheries in the world are threatened due to over fishing and habitat loss, and most commercial fishing results in "by catch."</p> <p>Students will learn how personal choices about what we eat influence public policy and sustainability, and how scientific information can be used to make wise choices.</p> <p><b>Earth Sciences</b> Students learn that planets have large mass; that they orbit and rotate; they have seasons, and that our solar system has a distinct relationship to the sun.</p> <p><b>Investigation and Experimentation</b> (Too numerous to mention here.)</p>				
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