



Grade 5 Language Arts Objectives

What Students Learn

Writing: Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS.ELA-Literacy.W.5.1)

- o 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. (CCSS.ELA-Literacy.W.5.1a)
- o Provide logically ordered reasons that are supported by facts and details. (CCSS.ELA-Literacy.W.5.1b)
- o Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). (CCSS.ELA-Literacy.W.5.1c)
- o Provide a concluding statement or section related to the opinion presented. (CCSS.ELA-Literacy.W.5.1d)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-Literacy.W.5.2)

- o 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. (CCSS.ELA-Literacy.W.5.2a)
- o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS.ELA-Literacy.W.5.2b)
- o Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). (CCSS.ELA-Literacy.W.5.2c)
- o Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.5.2d)
- o Provide a concluding statement or section related to the information or explanation presented. (CCSS.ELA-Literacy.W.5.2e)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-Literacy.W.5.3)

- o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-Literacy.W.5.3a)
- o Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-Literacy.W.5.3b)
- o Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS.ELA-Literacy.W.5.3c)
- o Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-Literacy.W.5.3d)
- o Provide a conclusion that follows from the narrated experiences or events. (CCSS.ELA-Literacy.W.5.3e)

Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.5.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.ELA-Literacy.W.5.5)

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. (CCSS.ELA-Literacy.W.5.6)

Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS.ELA-Literacy.W.5.7)

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.

(CCSS.ELA-Literacy.W.5.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

(CCSS.ELA-Literacy.W.5.9)

Listening and Speaking

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

(CCSS.ELA-Literacy.SL.5.1)

- o 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. (CCSS.ELA-Literacy.SL.5.1 a)
- o Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS.ELA-Literacy.SL.5.1 b)
- o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS.ELA-Literacy.SL.5.1 c)
- o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS.ELA-Literacy.SL.5.1 d)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-Literacy.SL.5.2)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.ELA-Literacy.SL.5.3)

Presentation of Knowledge and Ideas

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.

(CCSS.ELA-Literacy.SL.5.4)

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS.ELA-Literacy.SL.5.5)

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g. parts of speech, verb tenses). (CCSS.ELA-Literacy.L.5.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.5.2)

- o Use punctuation to separate items in a series (e.g. commas). (CCSS.ELA-Literacy.L.5.2a)
- o Use underlining, quotation marks, or italics to indicate titles of works. (CCSS.ELA-Literacy.L.5.2d)
- o Spell grade-appropriate words correctly, consulting references as needed. (CCSS.ELA-Literacy.L.5.2e)

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-Literacy.L.5.3)

- o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.ELA-Literacy.L.5.3a)

Vocabulary Acquisition and Use

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 (e.g. context clues, roots, reference materials). (CCSS.ELA-Literacy.L.5.4)

Demonstrate understanding of figurative language, word relationships (e.g. synonyms, antonyms, homographs), and nuances in word meanings. (CCSS.ELA-Literacy.L.5.5)

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., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (CCSS.ELA-Literacy.L.5.6)

How Students Learn

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading, writing, and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses
- Students will complete Extended Constructed Responses
- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.
- Students will discuss, analyze, and perform literary work.
- Students will participate and contribute ideas and analysis in literature circles.

How Students are Assessed

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Weekly vocabulary quizzes
- Original writing
- Exams and Quizzes
- Homework completion and accuracy
- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder

References

Daily Language Review Grade 5, Evan-Moor

- *Vocabulary Workshop (Level A&B)*, Sadlier-Oxford
- The Winston Grammar Program

Spectrum: Writing, Spectrum

English, McDougal, Littell

Other various workbooks



Grade 5 Reading Objectives

What Students Learn

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-Literacy.RL.5.1)
- 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. (CCSS.ELA-Literacy.RL.5.2)
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS.ELA-Literacy.RI.5.2)
- 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. (CCSS.ELA-Literacy.RI.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS.ELA-Literacy.RI.5.4)
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS.ELA-Literacy.RI.5.6)
- 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. (CCSS.ELA-Literacy.RI.5.7)
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.ELA-Literacy.RI.5.8)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-Literacy.RI.5.9)
- 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). (CCSS.ELA-Literacy.RL.5.3)
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS.ELA-Literacy.RL.5.4)
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS.ELA-Literacy.RL.5.5)
- Describe how a narrator's or speaker's point of view influences how events are described. (CCSS.ELA-Literacy.RL.5.6)
- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-Literacy.RF.5.3) o 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. (CCSS.ELA-Literacy.RF.5.3a)
- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-Literacy.RF.5.4) o Read grade-level text with purpose and understanding. (CCSS.ELA-Literacy.RF.5.4a) o Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-Literacy.RF.5.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-Literacy.RF.5.4c)
- 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) (CCSS.ELA-Literacy.RL.5.7)
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS.ELA-Literacy.RL.5.9)

How Students Learn

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses

- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.
- Students will discuss, analyze, and perform literary work.

How Students are assessed

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Original writing
- Exams and Quizzes
- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder

Resources

- *Introducing Literature*, MacMillan Literature Series
- *Junior Great Books*, The Great Books Foundation
- *The Giver*, Lois Lowry
- *Hatchet*, Gary Paulsen
- *The Boy at the End of the World*, Van Eekhout
- *Presenting Reader's Theater: Play and Poems to Read Aloud*, Caroline Feller Bauer
- Poems and dramas TBD



5th, Ancient Hawaiian History Course Objectives

What Students Learn:

1. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.RF.5.3
2. 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. CCSS.ELA-Literacy.RF.5.3a
3. Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-Literacy.RF.5.4
 - A. Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.5.4a
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.5.4b
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.5.4c
4. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RI.5.1
5. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-Literacy.RI.5.2
6. 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. CCSS.ELA-Literacy.RI.5.3
7. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. CCSS.ELA-Literacy.RI.5.4
8. 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. CCSS.ELA-Literacy.RI.5.5
9. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CCSS.ELA-Literacy.RI.5.6
10. 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. CCSS.ELA-Literacy.RI.5.7
11. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-Literacy.RI.5.8
12. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-Literacy.RI.5.9
13. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 5 text complexity band independently and proficiently. CCSS.ELA-Literacy.RI.5.10
14. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-Literacy.W.5.1
 - A. 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. CCSS.ELA-Literacy.W.5.1a
 - B. Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-Literacy.W.5.1b
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). CCSS.ELA-Literacy.W.5.1c
 - D. Provide a concluding statement or section related to the opinion presented. CCSS.ELA-Literacy.W.5.1d

15. Write information/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.5.2

A. 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. CCSS.ELA-Literacy.W.5.2a

8. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-Literacy.W.5.2b

C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). CCSS.ELA-Literacy.W.5.2c

D. Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.5.2d

E. Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-Literacy.W.5.2e

16. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.W.5.3

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-Literacy.W.5.3a

8. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CCSS.ELA-Literacy.W.5.3b

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. CCSS.ELA-Literacy.W.5.3c

D. Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-Literacy.W.5.3d

E. Provide a conclusion that follows from the narrated experiences or events. CCSS.ELA-Literacy.W.5.3e

17. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.5.4

18. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.5.5

19. 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. CCSS.ELA-Literacy.W.5.6

20. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.7

21. 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. CCSS.ELA-Literacy.W.5.8

22. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9

A. Apply *grade 5 Reading standards to literature*. CCSS.ELA-Literacy.W.5.9a

8. Apply *grade 5 Reading standards 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]"). CCSS.ELA-Literacy.W.5.9

23. 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. CCSS.ELA-Literacy.W.5.1 0
24. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.5.1
- A. 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. CCSS.ELA-Literacy.SL.5.1 aA.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-Literacy.SL.5.1 b
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-Literacy.SL.5.1 c
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CCSS.ELA-Literacy.SL.5.1 d
25. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.SL.5.2
26. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CCSS.ELA-Literacy.SL.5.3
27. 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. CCSS.ELA-Literacy.SL.5.4
28. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CCSS.ELA-Literacy.SL.5.5
29. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CCSS.ELA-Literacy.SL.5.6

How Students Learn:

- Reading Instruction
- Group and Individual Projects and Activities
- Writing and Research Assignments
- Multimedia Presentations
- Class Discussions
- Review Activities

How Students are Assessed:

- Timed Writing Responses
- Reading
- Research Projects and Presentations
- Group Work
- Participation

Text and Materials:

Ellis, William. *A Narrative of an 1823 Tour Through Hawaii*. Mutual Publishing. Honolulu. 2004. Print. Kane,

Herb Kawainui. *Voyage: The Discovery of Hawaii*. Island Heritage. Honolulu. 1976. Print.

Bauer, Helen. *The Aloha State*. Doubleday. New York. 1960. Print.

Dunford, Betty. *The Hawaiians of Old*. Bess Press. Honolulu. 1987. Print.

Pratt, Juliette. *The Hawaiians: An Island People*. Charles E. Tuttle Company Tokyo. 1968. Other

various sources



Grade 5 - Life Sciences

What Students Learn

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS), Next Generation Science Standards (NGSS), No Na Haumana Cultural Standards (NHMO), and the Ho'ala Shared Values (HSY).

Physical Sciences

- Develop a model to describe that matter is made of particles too small to be seen. (NGSS-5-PS 1-1)
- Measure and graph quantities to provide evidence that regard less of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (NGSS-M5-PS 1-2)
- Make observations and measurements to identify materials based on their properties. (NGSS-5-PS 1-3)
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (NGSS-5-PS 1-4)
- Support an argument that the gravitational force exerted by Earth on objects is directed down. (NGSS-5-PS2-1)
- 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. (NGSS-5-PS3-1)

Life Sciences

- Support an argument that plants get the materials they need for growth chiefly from air and water. (NGSS-5-LS 1-1)
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (NGSS-5-LS2-1)
- Construct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. (MS-LS 1-1)
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS 1-2)
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (MS-LS 1-3)
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS 1-6)
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. (MS-LS I -7)
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1)
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3)
- Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4)
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (MS-LS4-1)

Earth Sciences

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. (NGSS-5-ESS 1-1)
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (NGSS-5-ESS 1-2)
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (NGSS-5-ESS2-1)
- 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. (NGSS-5-ESS2-2)
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (NGSS-5-ESS2-2)

Engineering and Design

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (NGSS-5-ETS 1-1)
- 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. (NGSS-5-ETS 1-2)
- 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. (NGSS-5-ETS 1-3)

Language Arts

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS.ELA-Literacy.RI.5.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS.ELA-Literacy.RI.5.4)
- 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. (CCSS.ELA-Literacy.RI.5.7)
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.ELA-Literacy.RI.5.8)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-Literacy.RI.5.9)
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS.ELA-Literacy.W.5.1)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS.ELA-Literacy.W.5.7)
- 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. (CCSS.ELA-Literacy.W.5.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.5.9)

Mathematics

- Reason abstractly and quantitatively. (NGSS-MP.2)
- Model with mathematics (NGSS-MP.4)
- Use appropriate tools strategically. (NGSS-MP.5)
- 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. (NGSS-5.NBT.A.1)
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (NGSS-5.NF.B.7)
- 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. (NGSS-5.G.A.2)
- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real-world problems. (NGSS-MD.A.1)
- Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (NGSS-MD.C.3)
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (NGSS-MD.C.4)

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, group, teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS-SL.6.1)
- Use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS-SL.6.5)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details (CCSS-SL.6.5)

Technology

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS-SL.5.5)
- Type accurately and efficiently

Organization and Time Management Skills

- Come to class fully prepared with supplies and ready to learn. (HSY - Responsibility)
- Manage time in class effectively and be constructively self-directed (HSY - Responsibility)
- Demonstrate evidence of effective practice, study habits, and work completion. (HSY - Responsibility)
- Adhere to agreements and deadlines, and/or respectfully acknowledge unmet agreements and renegotiate at the earliest opportunity. (HSY - Responsibility)
- Practice effective prioritizing, tracking, and completing tasks effectively. (HSY - Resourceful)

Social and Interpersonal Skills

- Participate supportively and respectfully in a range of collaborative discussions (one-on-one, groups, teacher-led, etc.) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (HSY - Responsibility and Respectfulness)
- Present self as capable and avoid self-limiting behaviors, such as passivity and assumed helplessness. (HSY - Respectful)
- Treat others as capable and empower others by making space for and valuing the input of others. (HSY - Respectful)
- Interact with empathy, compassion and consideration. (HSY - Responsive)
- Work collaboratively with others by assuming a fair share of the work and taking on appropriate roles as needed. (HSV - Responsive)
- Pursue knowledge irrespective of peer opinion or norm; have intrinsic motivation. (HSY - Resourceful)
- Effectively implement instruction and input. (HSY - Resourceful)
- Relate to adults in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Relate to peers in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Focus on seeking solutions rather than finding fault. (HSY - Responsive)
- Listen effectively by making an effort to hear and understand others' statements or points of view. (HSY - Responsive)
- Communicate effectively by being willing and able to articulate one's own thoughts or view. (HSV - Responsive)
- Make an effort to reflect, adapt, and grow in response to new ideas by being open-minded (HSV - Responsive)
- Seek additional help when necessary (HSY - Resourceful)
- Experience mistakes as a learning opportunity and work to avoid repetitive errors. (HSY - Resourceful)

How Students Learn

- Completion of research-and inquiry-based individual and group projects
- Hands-on activities, lab experiments, and dissections
- Student-directed activities and projects
- Discussion and modeling
- Class discussion and paired sharing
- Completion of homework and classwork
- Participating in learning journeys and informal learning opportunities
- Participating in service activities in the greater community that also offer opportunities for informal learning
- Post-assessment feedback

How Students Are Assessed

- Completion and effort exhibited on homework and classwork based on assignment requirements
- Project rubrics
- Activity rubrics
- Reading comprehension and vocabulary quizzes
- Peer and self-evaluations
- Pre- and post-unit assessments

Resources

- SRA Real Science - Level 5
- National Geographic Magazine
- TED Talks
- iTunes U and Khan Academy
- Learning Journeys
- Service field excursions
- Guest speakers, teachers, and community educators
- Various movies, videos, and internet-based multimedia
- Teacher prepared handouts and presentation



Fifth Grade Math

What students learn:

What students learn will be based upon the national core standards with an emphasis on skills that will guide students toward college preparatory skills and life skills. In addition to the content of the core standards the students should learn how to interact cooperatively to facilitate and enhance each other's comprehension of the material allowing them to develop study group habits and leadership skills that:

Grades Overview

- Operations and Algebraic Thinking (OA)
 - Write and interpret numerical expressions.
 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (CCSS.5.OA.A.1)
 - 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. (CCSS.5.OA.A.2)
 - 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. (CCSS.5.OA.B.3)
- Number and Operations in Base Ten (NBT)
 - 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 $\frac{1}{10}$ of what it represents in the place to its left. (CCSS.5.NBT.A.1)
 - 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. (CCSS.5.NBT.A.2)
 - Read, write, and compare decimals to thousandths. (CCSS.5.NBT.A.3)
 - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$. (CCSS.5.NBT.A.3a)
Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS.5.NBT.A.3b)
 - Use place value understanding to round decimals to any place. (CCSS.5.NBT.A.4)

- Perform operations with multi-digit whole numbers and with decimals to hundredths.
 - Fluently multiply multi-digit whole numbers using the standard algorithm. (CCSS.5.NBT.B.5)
 - 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. (CCSS.5.NBT.B.6)
 - 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. (CCSS.5.NBT.B.7)

- **Number and Operations-Fractions (NF)**
 - 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $a/b + c/d = (ad + bc)/bd$.) (CCSS.5.NF.A.1)
 - 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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$. (CCSS.Math.Content.5.NF.A.2)
 -
 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
 - 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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? (CCSS.5.NF.B.3)
 - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (CCSS.5.NF.B.4)
 - 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 $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(a/b) \times (c/d) = ac/bd$.) (CCSS.5.NF.B.4a)
 - 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. (CCSS.5.NF.B.4b)
 - Interpret multiplication as scaling (resizing), by: (CCSS.5.NF.B.5)
 - 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. (CCSS.5.NF.B.5a)
 - Explaining why multiplying a given number by a fraction greater than results in a product greater than the given number (recognizing multiplication by whole numbers greater than as a familiar case); explaining why multiplying a given number by a fraction less than results in a product smaller than the given

overlapping parts, applying this technique to solve real world problems.
(CCSS.5.MD.C.5c)

- **Geometry(G)**
 - Graph points on the coordinate plane to solve real-world and mathematical problems.
 - 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 O 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., x-axis and x-coordinate, y-axis and y-coordinate) . (CCSS.5.G.A. 1)
 - 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. (CCSS.5.G.A.2)
 - Classify two-dimensional figures into categories based on their properties.
 - 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. (CCSS.5.G.B.3)
 - Classify two-dimensional figures in a hierarchy based on properties. (CCSS.5.G.B.4)

Materials/Books/Resources:

The text book assigned for fifth grade is "My Mat" by McGraw-Hill published in 2013.

Materials needed for the course include the paper both lined and graphing that is articulated in the supplies needed from the parents. Other materials needed may include crafting supplies for the various projects that may be incorporated based on development and review. These include items such as toothpicks, stopwatches, cardstock and glue, marshmallows, garbanzo beans, dice, marbles, stamps, apples, pineapples, flowers, and jars . Resources that may be utilized are possible outside online supplementary "lectures" based from YouTube or Kahn Academy (<https://www.khanacademy.org/>).

How students learn:

Students will learn through in-class worksheets, problems, and activities based on both the text and supplementary assignments. They will learn through individually attempting problems, working on problems in groups, tutoring and teaching each other on concepts, through lecture and group discussion, through completing homework assignments, and in correcting homework problems that were not addressed accurately the first time and correcting exam and quiz problems that were not completed with full accuracy.

How students are assessed:

Students will be assessed by: completion and accuracy of homework assignments. Participation and completion of in class activities and group work. Weekly short quizzes, three exams per semester, and a small (approximately one page) mathematician or math concept writing assignment/show and tell.

I) 2012 *Common Core State Standards Initiative* . Retrieved from <http://www.corestandards.org/>



OBJECTIVES FOR ELEMENTARY SPANISH Grades 5-8

I. STUDENTS GOALS FOR THIS YEAR:

Develop an appreciation for Latin cultures and the differences among Spanish-Speaking countries

Motivate students to want to continue to learn Spanish and to give them the confidence to do so

Lay the ground work for future study of the Spanish language

Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect the Latin culture

Compare and develop insight into the nature of the Spanish language and culture. Main goal: appreciate cultural diversity Interpersonal skills by working in groups, and individually

Receiving information through the teacher and all the material provided in class

Oral and written participation in class activities

Games and role play relative to the lessons

Dialogues studied, memorized and repeated

II. HOW STUDENTS LEARN:

Looking at pictures, drawings, and videos

Working in groups, and individually

Receiving information through the teacher and all the material provide in class

Oral, and written participation in class activities

Games and role play relative to the lessons

Dialogues studied, memorized and repeated

III. STUDENTS WILL BE ASSESSED BY:

Class participation.

Oral presentations.

IV. RESOURCES:

Text/Workbooks. Teacher generated handouts, CDs, DVDs, Magazines, Internet resources , and Maps



ART STUDENT GOALS/OBJECTIVES GRADES 5-6

HSS = Hawaii State Standards NVAS= National Visual Arts Standards HSV= Ho'ala Shared Values

ARTISTIC EXPRESSION	
IDEA DEVELOPMENT	SKILL DEVELOPMENT
The student will:	The student will:
Develop interesting and original ideas for artworks including "art styles" works, mask-making, drawings, paintings and sculptures, multimedia and digital work based on Art Masters and artwork from various cultures including Oceanic, Asian, African and South American Art (HSS FA(S-6).1.8 NYAS 2c, 3b, 4a)	Practice, refine and utilize drawing techniques effectively, including: contour drawing, abstraction, observational studies, imaginative alteration, sketching, value and highlights, blending, textural development and detail depiction. (HSS FA(S-6).1.2 NVAS 1a,b)
Develop effective ideas for individual and group artworks based on concepts utilized in specific Art Periods including Renaissance, Baroque, 18th - 19th C., Modern, Contemporary (HSS FA(S-6).1.7 NVAS 4a,b,c)	Practice, refine and utilize painting techniques effectively, including: color blending, contrast, overlapping, color blocking, textural application and color families. (HSS FA(S-6).1.2 NYAS 1a,b)
Refine and redevelop ideas as needed to improve works (NYAS 1a,2a,c)	Complete projects according to individual goals and project specifics aligned with "Master works" and Art time periods. (HSS FA (5-6).1.7 NVAS 4b)
Effectively utilize planning and thumbnail sketches to develop ideas for artworks (NYAS 2b)	Develop effective compositions using "rule of thirds", overlapping, back-middle- and foreground and atmospheric and linear perspective. (HSS FA(S-6).1.2 FVAS 2b)
Develop ideas for individual artworks through guided imagery, visual resources, computer research, textbooks and Scholastic Art Magazine (HSS FA(S-6).1.4 NVAS 3b)	Demonstrate ability to use and apply new concepts/techniques in own original and expressive artwork using concepts covered (HSS (5-6).1.5)
Participate in "brainstorming" activities to develop skills in group decision-making and planning of small and large group works. (NYAS Sa, HSY- Responsiveness, Respect)	Demonstrate skillful use of clay and other sculptural techniques, including: maquettes, modeling, low relief, hand-building and wheel-throwing techniques (NVAS 1a,b, 3a)
MATERIAL USE	WORK HABITS
Experiment, practice and develop control of drawing media, including: pencil, colored pencil, pastel, oil crayon, marker and charcoal (HSS FA (7-8).1.1, FA (7-8).1.4 NVAS 1a, 1b, 2b, 2c)	Develop and display conscientious attitudes and habits in the working environment- both individually and with group (HSY - Responsibility)
Experiment with and develop control of paint media, including: tempera, watercolor, ink, acrylic and gouache (HSS FA (5-6).1.1, FA (7-8).1.4 NYAS 1a, 1b, 2b,2c)	Maintain a safe, productive and cooperative working environment, individually and with group works (HSY- Responsibility - Respect)
Develop control of sculptural media to produce intended effects including clay, metal and papier-mache/decoclay and sculpey (HSS FA (5-6).1.1, FA (7-8).1.4 NVAS 1a, 1b, 2b, 2c)	Participate productively and effectively in set-up and clean-up (HSY- Resourcefulness)
Utilize materials appropriately and inventively in mixed media projects (HSS FA 7.1.4 NVAS 1a,b)	Demonstrate effective communication and participation in group activities (HSY- Responsiveness)
Show conscientious use and care of materials consistently (HSY - Respect)	Complete in-class works effectively and with attention to quality (HSY- Responsibility)
	Complete home assignments effectively (HSY- Responsibility)

ARTISTIC RESPONSE

DISCUSSION/INVESTIGATION	CRITICAL ANALYSIS
Participate effectively and productively in small and large group discussions and investigation of art experiences (HSY- Responsiveness, NSYAS 5a)	Utilize skills in looking at and talking about art works (aesthetics) of own and others' works in verbal and written responses (HSY- Responsiveness, NYAS 5a,c)
Actively seek assistance and resources for discovering and improving artistic endeavors (HSY- Resourcefulness, NSYAS I a)	Acquire, develop and utilize art vocabulary as appropriate to concepts and skills in chosen projects and Art time periods/styles (NYAS 5b,c)
Generate, explore and develop questions for art appreciation activities and quizzes (HSY- Resourcefulness NSYAS 6b)	Participate effectively in self-critique in written and oral form (HSY- Respect, Responsiveness, NYAS 5 a,c, 6a)
Actively and appropriately participate in discussions and explorations of Master Works and Art Appreciation activities (HSY- Responsiveness, NSYAS Sb)	Participate effectively in critique of others' works in written and oral form (HSY- Respect, Responsiveness NYAS 5a,c, 6a)

Students will learn by:

- demonstrations / individually tailored for specific skill/media
- discussions
- individual exploration
- research of "Master" works
- peer interaction and review
- development of self-chosen projects through project sheets
- development of project goals and timelines
- small and large group projects

Students will be assessed by:

- weighted objectives including work habits, work results, goal-setting, and artistic response
- completion of works according to time, skill development and quality
- teacher and peer review
- evaluation of progress at regular intervals (quarterly)
- self-evaluation of work habits and result
- review of project challenges and successes at end of the semester

Resources:

- Various textbooks on Art History and individual artists
- Scholastic Art and Graphics Magazines
- Video and internet Sites specific to individual research
- "Master works" and contemporary art through various art museums and galleries
- teacher-generated worksheets and visuals