# CHRIST EPISCOPAL SCHOOL
# FIFTH GRADE CURRICULUM

## LANGUAGE ARTS

**Reading**

1. Read classic and contemporary works with grade-level fluency.
2. Recognize the characteristics of multimodal and digital texts.
3. Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.
4. Develop vocabulary by listening to selections read aloud.
5. Draw on experiences to bring meanings to words in context, such as interpreting figurative language and multiple-meaning words.
6. Clarify word meanings and usage using a thesaurus, glossary, or a dictionary.
7. Locate and recall information.
8. Use textual evidence to support responses to literature, including written responses demonstrating connections to self and a variety of sources.
9. Determine a text's main idea and supporting details, especially specific ideas that are important to the overall meaning of the text.
10. Paraphrase and summarize text to recall, inform, or organize ideas.
11. Distinguish fact and opinion in various texts.
12. Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry.
13. Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.
14. Recognize and analyze story plot, setting, and problem resolution.
15. Read regularly in instructional-level materials which are challenging but manageable.
16. Adjust reading rate based on purposes for reading.
17. Read silently with increasing ease for longer periods.
18. Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.
19. Generate questions throughout reading to deepen understanding.
20. Interact with texts to monitor comprehension, such as annotating, illustrating, freewriting, note taking, or rereading.
21. Describe mental images that text descriptions evoke.
22. Make connections to personal experiences, other texts, and society.
23. Draw inferences such as conclusions or generalizations and support them with textual evidence and experience.
24. Represent text information in different ways such as in outline, timeline, or graphic organizer.
25. Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms.

26. Determine explicit cause of an event.
27. Determine explicit and implicit results, action, or sequence of events.
28. Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.
29. Form a hypothesis from information in text.
30. Make predictions based on text.
31. Apply ideas from text to new situations.
32. Analyze author's purpose, and how text-structure, graphic features, and use of literal and figurative language achieve those purposes.
33. Identify the intended audience or reader for a text.
34. Explain how the author uses facts for or against an argument.
35. Determine author's voice and tone, and explain how the use of language contributes to this.
36. Identify and understand the author's use of literary devices, including first- or third-person point-of-view.
37. Evaluate sufficiency of information.
38. Explain the purpose of hyperbole, stereotyping, and anecdote in texts.
39. Extract explicit and implicit main idea or theme.

**Writing and Grammar**

1. Use the writing process, including brainstorming, drafting, revising, editing, and publishing for a variety of genres.
2. Write to express, discover, record, develop, reflect on ideas, and to problem solve.
3. Write to influence such as to persuade, argue, and request.
4. Write to inform such as to explain, describe, report, and narrate.
5. Write to entertain such as to compose humorous poems or short stories.
6. Exhibit an identifiable voice in personal narratives and in stories.
7. Write legibly by selecting cursive or manuscript as appropriate.
8. Write in complete sentences, varying the types such as compound and complex to match meanings and purposes.
9. Write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?"
10. Write with increasing accuracy when using apostrophes in contractions and possessives.
11. Use prepositional phrases to elaborate written ideas.
12. Use conjunctions to connect ideas meaningfully.
13. Use adjectives and adverbs to make writing vivid.
14. Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.
15. Distinguish between clearly written sentences and sentences that contain errors.
16. Combine sentences correctly.
17. Identify correctly applied grammar.
18. Identify precise language.

19. Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.
20. Use literary devices effectively such as suspense, dialogue, and figurative language.
21. Use available technology to support aspects of creating, revising, editing, and publishing texts.
22. Organize information purposefully, using an introduction, transitions, and a conclusion.
23. Determine correct order of sentences, avoiding extraneous information but still offering supporting evidence.
24. Engage in the research process by generating questions, developing and implementing a research plan, gathering relevant information from credible sources, and synthesizing information to show understanding.
25. Use parts of a book to locate information.
26. Develop research papers that paraphrase and quote correctly when using source material to avoid plagiarism.
27. Develop a bibliography for research papers.
28. Produce research projects and reports in effective formats, using visuals to support meaning as appropriate.

**Listening and Speaking**

1. Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.
2. Distinguish between the speaker's opinion and verifiable fact.
3. Describe how the language affects the listener.
4. Assess how language choice and delivery affect the tone of the message.
5. Connect his/her own experiences, information, insights, and ideas with the experiences of others.
6. Identify how language use, such as labels and saying reflects regions and cultures.
7. Understand the major ideas and supporting evidence in spoken messages.
8. Monitor own understanding of the spoken message and seek clarification as needed.
9. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.
10. Clarify and support spoken ideas with evidence, elaborations, and examples.
11. Give precise directions and instructions.
12. Use effective rate, volume, pitch, and tone for the audience and setting.
13. Identify meanings of spoken words.
14. Determine explicit and implicit supporting detail in material listened to.
15. Extract explicit and implicit main idea or theme from material listened to in everyday life or for enjoyment.
16. Analyze author's purpose or viewpoint in material listened to in everyday life or for enjoyment.
17. Draw conclusions from details in material listened to in everyday life or for enjoyment.
18. Determine explicit and implicit details, plots, sequences, or actions.
19. Make predictions in material listened to in everyday life or for enjoyment.

**Vocabulary and Spelling**

1. Determine meanings of derivatives by applying knowledge of the meanings of root words.
2. Write with accurate spelling.
3. Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.
4. Proofread own writing.
5. Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.
6. Use prepositional phrases to elaborate as models for writing.
7. Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.
8. Recognize a synonym for a word used in context.
9. Apply phonetic principles to recognize incorrect spelling of phonemes.
10. Use advanced knowledge of syllable division to decode and correctly spell words
11. Decode and spell words using advanced knowledge of prefixes and suffixes.
12. Identify incorrect spelling of a word as it may be used in context.
13. Identify incorrect spelling common homophones in context.
14. Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.
15. Identify, use, and explain the meaning of adages and puns.

## MATH

**Numbers, Operations, and Quantitative Reasoning**

1. Use place value to read, write, compare, and order whole numbers through the 999,999,999,999.
2. Use place value to read, write, compare, and order decimals through the thousandths place.
3. Generate a fraction equivalent to a given fraction such as ½ and 3/6 or 4/12 and 1/3.
4. Generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.
5. Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
6. Compare two fractional quantities in problem-solving situations.
7. Use addition and subtraction to solve problems involving whole numbers and decimals.
8. Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology)
9. Use division to solve problems involving whole numbers (no more than two digit divisors and three digit dividends without technology).
10. Identify common factors of a set of whole numbers.
11. Compare and order rational numbers.
12. Match pictorial models to fraction names and notation.

13. Identify alternative representations of rational numbers.
14. Translate numerical expressions into appropriate calculator sequences.
15. Multiplication and division of whole numbers.
16. Addition and subtraction of decimal numbers.
17. Multiplication and division of decimal numbers.
18. Addition and subtraction of fractions.
19. Patterns, Algebraic Thinking, Problem Solving
20. Identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.
21. Select from and use diagrams and equations such as y=5+3 to represent meaningful problem situations.
22. Make generalizations from patterns or sets of examples and non-examples.
23. Justify why an answer is reasonable and explain the solution process.
24. Describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.
25. Identify prime and composite numbers using concrete objects.
26. Solve problems using numerical reasoning.
27. Solve problems using non-routine strategies.
28. Solve problems using appropriate strategies.

**Geometry and Spatial Reasoning**

1. Identify essential attributes including parallel, perpendicular, and congruent parts of two and three dimensional geometric figures.
2. Identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.
3. Locate and name points on a coordinate grid using ordered pairs of whole numbers.
4. Generate geometric definitions using critical attributes.
5. Solve problems using spatial reasoning.
6. Solve problems using properties of geometric figures.

**Measurement**

1. Use appropriate units and formulas to measure length, perimeter, area, and volume.
2. Solve problems involving elapsed time.
3. Solve problems involving changes in temperature.
4. Perform simple conversions within the same measurement system.
5. Estimate or measure length using customary or metric units.
6. Determine measurements indirectly from scale drawings.
7. Identify points on a coordinate grid.

**Classification and Data**

1. Use fractions to describe the results of an experiment.
2. Use experimental results to make predictions.
3. List all possible outcomes of a probability experiment.

4. Describe characteristics of data presented in tables and graphs including median, mode, and range.
5. Read and interpret tables and graphs.
6. Identify possible outcomes.

## SCIENCE

**Scientific Investigation and Reasoning**

1. Demonstrate safe practices and the use of safety equipment as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate.
2. Make informed choices in the conservation, disposal, and recycling of materials.
3. Describe, plan, and implement simple experimental investigations testing one variable.
4. Ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.
5. Collect and record information using detailed observations and accurate measuring.
6. Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.
7. Demonstrate that repeated investigations may increase the reliability of results.
8. Communicate valid conclusions in both written and verbal forms.
9. Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
10. Analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing.
11. Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.
12. Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
13. Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observations of habitats or organisms such as terrariums and aquariums.

**Matter and Energy**

1. Classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.
2. Demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water.

3. Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water.

**Force, Motion, and Energy**

1. Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.
2. Demonstrate that the flow of electricity in closed circuits can produce light, heat, or sound.
3. Demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted.
4. Design a simple experimental investigation that tests the effect of force on an object.

**Earth and Space**

1. Explore the processes that led to the formation of sedimentary rocks and fossil fuels.
2. Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice.
3. Differentiate between weather and climate.
4. Explain how the Sun and the ocean interact in the water cycle.
5. Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky.
6. Identify and compare the physical characteristics of the Sun, Earth, and Moon.

**Organisms and Environment**

1. Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components.
2. Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers.
3. Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.
4. Identify fossils as evidence of past living organisms and the nature of the environments at the time using models.
5. Compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals.
6. Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle.

## SOCIAL STUDIES

**Citizenship**

1. Explain various patriotic symbols, including Uncle Sam, national celebrations such as Labor Day, and political symbols such as the donkey and the elephant.

2. Sing or recite “The Star- Spangled Banner” and explain its history.
3. Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.
4. Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.
5. Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels.
6. Explain how to contact elected and appointed leaders in local, state, and national governments.
7. Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
8. Identify leadership qualities of national leaders, past and present.
9. Describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press, the right to assemble and petition the government, the right to keep and bear arms, the right to trial by jury, and the right to an attorney.

**Culture**

1. Identify significant examples of art, music, and literature from various periods in U.S. history such as paintings “American Progress”, “Yankee Doodle”, and “Paul Revere’s Ride”.
2. Explain how examples of art, music, and literature reflect the times during which they were created.
3. Describe customs and traditions of various racial, ethnic, and religious groups in the United States.
4. Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

**History**

1. Understand the reasons for and the role of key people in the European colonization of North American beginning in 1565.
2. Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.
3. Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
4. Analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonists response to taxation such as the Boston Tea Party.
5. Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.
6. Summarize the results of the American Revolution, including the establishment of the United States.
7. Identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.

8. Understands political, economic, and social changes that occurred in the U.S. during the 19th century.
9. Describe the causes and effect of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S manufacturing.
10. Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the U.S.
11. Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.
12. Explain the central role of the expansion of slavery in causing sectionalism, disagreement of states' rights, and the Civil War.
13. Explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
14. Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.
15. Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
16. Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.
17. Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

**Geography**

1. Describe political and economic regions in the United States that result from patterns of human activity.
2. Describe regions in the U.S. based on physical characteristics such as landforms, climate, and vegetation.
3. Locate on a map important political features such as the five largest cities by population in the U.S. and the 50 states.
4. Create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.
5. Identify and describe the patterns of settlements such as rural, urban, and suburban.
6. Explain the geographic factors that influence patterns of settlement and the distribution of population in the U.S.
7. Analyze the geographic factors that influence the location of the five largest urban areas in the U.S. and explain their distribution.
8. Describe how and why people have adapted to and modified their environment in the U.S. such as the use of human resources to meet basic needs.
9. Analyze the positive and negative consequences of human modification of the environment in the U.S.

**Economics**

1. Explain the economic patterns of early European colonies.
2. Identify major industries of colonial America such as shipbuilding and growing of cash crops.
3. Identify the development of the free enterprise system in colonial American and the U.S.
4. Describe how the free enterprise system works in the U.S.
5. Give examples of the benefits of the free enterprise system in the U.S.
6. Explain how supply and demand affects consumers in the U.S.
7. Evaluate the effects of supply and demand on industry and agriculture, including the plantation system in the U.S.
8. Compare how people in different regions of the U.S. earn a living, past and present.
9. Identify and explain how geographic factors have influenced the location of economic activities in the U.S.
10. Analyze the effect of immigration and migration on the economic development and growth of the U.S.
11. Describe the impact of mass production, specialization, and division of labor on the economic growth of the U.S.

**Government**

1. Compare the systems of government of early European colonists, including representative government and monarchy.
2. Identify examples of representative government in the American colonies, including the Mayflower Compact, and the Virginia House of Burgesses.
3. Explain the purposes, key elements, and the importance of the Declaration of Independence.
4. Explain the purposes of the U.S. Constitution as identified in the Preamble.
5. Explain the reasons for the creation of the Bill of Rights and its importance.
6. Identify and explain the basic functions of the three branches of government.
7. Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.
8. Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

**Science, Technology, and Society**

1. Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
2. Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the U.S., including the transcontinental railroad and the space program.
3. Explain how scientific discoveries and technological innovations in the field of medicine, communication, and transportation have benefited individuals and society in the U.S.

**Social Studies Skills**

1. Differentiate between, locate, and use valid primary and secondary sources such as technology, interviews, biographies, oral, print, and visual material, documents and artifacts to acquire information about the United States.
2. Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
3. Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
4. Identify different points of view about an issue, topic, historical event, or current event.
5. Identify the historical context of an event.
6. Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
7. Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
8. Use social studies terminology correctly.
9. Incorporate main and supporting ideas in verbal and written communication.
10. Express ideas orally based on research and experiences.
11. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

## ART

**Perception**

1. Develop and organize ideas from the environment.
2. Communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences.
3. Identify in artworks that color, texture, form, line, shape, space, and value are basic art elements and the principles of emphasis, pattern, rhythm, balance, proportion, movement, and unity serve as organizers.
4. Identify lines in textures and patterns.
5. Awareness of psychology of shapes in art works.
6. Awareness of use of highlights and shadows to create three dimensional effects in artworks.
7. Understand analogous colors.
8. Able to identify one and two point perspective.
9. Awareness of alternating patterns.
10. Awareness of facial proportions.

**Creative Expression and Skills**

1. Express ideas through original artworks, using a variety of media with appropriate skill.

2. Combine information from direct observation, experience, and imagination to express ideas about self, family, and community.
3. Compare relationships between design and everyday life.
4. Use lines to create visual textures and patterns.
5. Use different shapes to express moods.
6. Use value to create three dimensional effects.
7. Create an analogous color scheme in an art work.
8. Able to use color to create sense of space in artwork.
9. Able to create drawings with linear (one and two point) perspective.
10. Able to create alternating patterns.
11. Able to draw proportionate facial features.
12. Able to successfully use coiled technique to produce clay vessels.
13. Able to produce a freestanding papier-mâché sculpture.
14. Able to batik dye fabric.

**Activities**

1. Arbor Day posters.
2. White charcoal jars.
3. Fall still life.
4. Coiled pottery.
5. Linear perspective (one and two point).
6. Simultaneous contrast .
7. Weavings.
8. Reflective orb self portrait drawings.
9. Paper “stained glass” windows.
10. Paper mache’.
11. Batiks.

## CHRISTIAN EDUCATION

**Songs**

1. Participate in singing basic Bible songs. Students are reminded that when they sing, they are praising God.

**Christian Concept**

1. Learn the books of the New Testament and their basic categories. The New Testament quizzes build upon one another, and the students are responsible for more information with each consecutive quiz.
2. Participate in Bible drills using book, chapter, and verse of the New Testament.
3. Learn about Hero of the Month, Fruit of the Spirit, and Courtesy of the Week.

**Scripture Lesson**

1. Listen to a Bible story and discuss its meaning and life application (SAES curriculum).

2. Follow a three year cycle of Episcopal Church curriculum.
3. Participate in a craft or puzzle related to Bible story.
4. Locate and read scripture passage using book name, chapter number, and verse number.

**Prayer**

1. Pray at the beginning of each class.
2. Craft and share prayers of praise, thanksgiving, forgiveness, prayers for others, and prayers for self.

**Special Projects**

1. Canned, boxed food items for project H.O.P.E.
2. Operation Christmas Child.
3. Lenten project for local charity.
4. Grade level service learning project and field trip.

## LIBRARY

**Library Skills**

1. Continue building on library skills from previous grade levels.
2. Review library rules and circulation procedures, including the use of shelf markers and book care.
3. Review the Dewey Decimal System, library organization, and the automated card catalog.
4. Explain the importance of documentation of sources and copyright dates, as well as the dangers of plagiarism.
5. Understand and identify literary terms appropriate for a variety of literary forms.
6. Practice research skills correlated to classroom projects using a variety of sources, such as the use of indexes, encyclopedias, almanacs, atlases, and periodicals.
7. Compare sources while completing research.
8. Develop vocabulary by listening to selections read aloud.
9. Learn to paraphrase and summarize oral readings.
10. Make inferences, such as conclusions or generalizations, and support them with evidence and experience from oral readings.
11. Distinguish fact and opinion in various selections read aloud.
12. Recognize that authors organize information in specific ways.
13. Recognize the distinguishing features of genres, including biography, historical fiction, informational books, and poetry.
14. Placing emphasis on Newbery Award Books and the Texas Bluebonnet Books.
15. Be encouraged to choose appropriate independent reading material from a variety of genres.

# MUSIC

**Theory**

1. Distinguish between major and minor chords.
2. Understand: opera, oratorio, symphony, concerto, string quartet, and theme and variation.
3. Rhythmic and melodic dictations.
4. Letter names on staff; both the treble and bass clefs.
5. Write patterns in 3/4, 4/4, and 2/4.
6. Identify key signatures.

**Voice**

1. Practice correct breathing for singing.
2. Sing simple 2-part harmony.
3. Echo melodic patterns.
4. Follow verses in the hymnal.
5. Sing a minor scale on solfege with hand signs.

**Instrument and History**

1. Know the names of composers whose music is sung in class.
2. Characteristics of Classical and Romantic music.
3. Recognize solo instruments in a recording.

**Creative Expression and Performance**

1. Clap rhythmic patterns.
2. Sing songs of action, celebration, and patriotism.
3. Sing alone.
4. Learn to play the hand chimes.

# PE

**Movement**

1. Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.
2. Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump.
3. Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.
4. Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.

5. Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings.
6. Combine traveling and rolling with smooth transitions.
7. Combine weight transfer and balance on mats and equipment.
8. Demonstrate the ability to contrast a partner's movement.
9. Jump a rope using various rhythms and foot patterns repeatedly.
10. Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.
11. Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.
12. Identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw.
13. Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency.
14. Choose appropriate drills/activities to enhance the learning of a specific skill.

**Physical Activity and Health**

1. Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.
2. Identify appropriate personal fitness goals in each of the components of health-related fitness.
3. Explain the value of participation in community physical activities such as little league and parks and recreation.
4. Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs.
5. Self-monitor the heart rate during exercise.
6. Match different types of physical activity with health-related fitness components.
7. Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.
8. Describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.
9. Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines.
10. Describe common skeletal problems and their effect on the body such as spinal curvatures.
11. Describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity.
12. Describe how movement and coordination are effected by alcohol and other drugs.
13. (se equipment safely and properly.
14. Select and use proper attire that promotes participation and prevents injury.

15. Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.
16. Identify potentially dangerous exercises and their adverse effects on the body.

**Social Development**

1. Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense.
2. Explain the concept and importance of team work.
3. Follow rules, procedures, and etiquette.
4. Use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all.
5. Describe how physical activity with a partner or partners can increase motivation and enhance safety.

## SPANISH

**Vocabulary**

1. Verbs querer and necesitar (1st person).
2. Regular AR verbs and how to conjugate.
3. Regular ER verbs and how to conjugate.
4. Regular IR verbs and how to conjugate.
5. Subject Pronouns.
6. Tell Time.

**Conversation, Reading, and Writing**

1. Use querer to discuss wants and necesitar to discuss needs.
2. Use basic AR, ER and IR verbs in simple sentences.
3. Replace sentence subject with its subject pronoun in Spanish.
4. Converso Mucho textbook.

**Activities**

1. Create string artwork like the Huichol Indians of Mexico.
2. Indentify and locate countries in Central America (map study).
3. Participate in Cinco de Mayo Celebration.

## TECHNOLOGY

**Basic Computer Concepts and Operations**

1. Identify the main parts of the computer (keyboard, monitor, mouse, tower, headphones, stylus, and drawing tablet).
2. Use mouse correctly (drag, click, right click, left click, double click).

3. Place the cursor at a specific location on the screen.
4. Launch/open and close computer programs.
5. Open and close Internet applications.
6. Login and logout of computer properly.
7. Toggle between two different programs.
8. Show and hide toolbars.
9. Use shortcuts to perform functions in various programs.
10. Utilize Google Classroom (Docs, Sheets, Slides, Drive).
11. Print files independently.
12. Print specific pages.
13. Access files from documents folder and shared folder with teacher assistance.
14. Save files to documents folder and shared folder independently.
15. Manipulate graphics (sizing, moving, text wrap, etc.)
16. Change page orientation.
17. Create folders to organize files.
18. Delete files and folders from documents folder.

**Technology Productivity and Keyboarding**

1. Use correct posture.
2. Locate and use letters, numbers, etc.
3. Identify and locate special keys such as, enter, spacebar, caps lock, shift keys.
4. Use home row and correct finger placement.
5. Use proper finger for each key.
6. Use proper typing technique with efficiency and accuracy without looking at the keyboard.
7. Type classroom reports and assignments.

**Internet Skills**

1. Use a web browser.
2. Use teacher directed web based activities on topics of study.
3. Add sites to favorites.
4. Discuss the reliability of sources.
5. Make hyperlinks to Internet sites within documents and presentations.

**Social, Ethical, and Human Issues**

1. Discuss and comply with network use and Internet policy.
2. Demonstrate appropriate computer etiquette.
3. Respect the privacy of all users.
4. Use appropriate judgement upon entering Internet sites.
5. Know and practice good Internet safety techniques.
6. Determine what is accurate and reliable information found on the Internet.
7. Obey copyright laws by citing and paraphrase material taken from another source for papers, projects, and multimedia presentations.
8. Exhibit ethical behavior relating to privacy, passwords and personal information.

9. Appropriately cite sources using appropriate format.

**Word Processing**

1. Open and exit word processing application.
2. Type first name, ABCs, numbers, and simple words.
3. Use the delete and backspace keys appropriately.
4. Perform basic formatting tasks (change font, style, color, bold, italic, underline, alignment, etc.)
5. Use simple text editing skills.
6. Use spell check.
7. Select and deselect text to make changes.
8. Insert clipart and graphics from online sources.
9. Type short writing pieces with one space between words and after sentences.
10. Use the return and tab keys appropriately.
11. Rename and move files.
12. Cut, copy, and paste within a document.
13. Use page setup options.
14. Insert graphics from outside source.
15. Use formatting functions (such as numbering, bullets, and indents).
16. Copy and paste information from the Internet into a word processing application for note taking purposes.

**Presentation Software**

1. Open and exit presentation application.
2. Create a new presentation and open a saved presentation.
3. Choose layouts of new slides.
4. Insert or delete slides.
5. Use text special effects such as Word Art.
6. Save presentation.
7. Cut, copy, and paste within a presentation.
8. Add pieces as needed (such as clipart, text boxes, and shapes).
9. Change the order of slides.
10. Arrange objects on a slide.
11. Add slide transitions.
12. Add animation to text and graphics.
13. Insert movie clips and recorded sound.
14. Edit themes.
15. Create master slides.

**Graphics**

1. Open and exit graphics application.
2. Select and use different colors.
3. Erase part of an image in a paint program.
4. Use tools to create shapes and lines

5. Select and use different line widths and styles.
6. Delete an object in a paint program.
7. Enter and modify text in a paint program.
8. Magnify to enlarge and reduce the view of a graphic.
9. Customize a color palette.
10. Resize, reposition, rotate, and flip an object.
11. Use layers.
12. Duplicate and crop objects.
13. Save document as a graphics file.
14. Select several objects at the same time.
15. Group and ungroup objects.

**Computer Science Fundamentals**

1. Learn the basics of programming using commands like loops and events.
2. Investigate different problem-solving techniques.
3. Persist in the face of difficult tasks.
4. Solve more complex puzzles utilizing critical thinking skills.
5. Translate name into binary code.
6. Develop an understanding of algorithms, nested loops, while loops, conditionals, and events.
7. Practice coding with algorithms, loops, conditionals, and events.
8. Create interactive stories and games with different kinds of loops, events, functions, and conditionals.