5th Grade Classroom Guide and Course Catalog

Teacher's Name:	<<INSERT teacher name how you want to be called by your students ex: Mrs. Jones>>	 ***Insert Photo of Yourself***
Contact Info:	<<INSERT CAVA phone number>> <<INSERT CAVA email>> Office Hours are between 8:30 a.m. and 4:00 p.m. Technical Support – 866.K12.CARE (866.512.2273)	
Coursework (required):	All assignments are included in the teacher provided assignment sheet. Assignments must be completed on a daily basis and work submitted to your teacher for evaluation as requested.	
Class Connect Schedule	A schedule of Class Connect (live instruction) is included on the teacher provided assignment sheet.	
Class Connect Link:	The links to all Class Connect sessions can be found by clicking on "Class Connect Session" in the OLS.	

Third grade students will receive instruction in Common Core State Standards (CCSS) for English language arts (ELA) and math. Science, history, art, physical education, and electives such as music and world language will be based on the California Content Standards. Coursework will consist of teacher assigned lessons using the K^{12} curriculum together with teacher-created instructional activities, and other learning activities as deemed appropriate for each student to achieve his/her academic potential.

CAVA adheres to the minimum daily instructional time requirements recommended by the State of California. However, increased daily instructional time may be necessary to meet the individual needs of each student. All instructional time must be entered as attendance in the Online School management tools as well as be supported by work produced by the student and evaluated by the teacher.

**Please refer to the Parent-Student handbook for your school to familiarize yourself with additional school-wide information, policies and procedures.

Welcome!

<<INSERT a welcome that may include a personal welcome note and brief overview of your qualifications. Students and Learning Coaches want to feel welcome and know you are a highly-qualified teacher who will be able to provide the instruction and support they need for success. >>

<<INSERT appropriate personal information for students to feel they are working with a real person. This is an opportunity to allow your students to be better acquainted and connect with you. Leave out any identifiable information, but keep the message personable and interesting. >>

Overview

This guide includes an outline of the grade level learning objectives as well our classroom expectations, the behavior expected from all of CAVA students, and what you can expect from your CAVA teacher. Each school day, you will log in to the online school, complete both online and offline lessons assigned by your teacher and included on your ILP, attend assigned Class Connect sessions, submit requested work to your teacher, and have your learning coach log your attendance. **Students with documented individualized education plans (IEP) are given appropriate accommodations as specified in the IEP. Please feel free to contact me or contact the school's Special Education department for more information.*

Attendance and Activity

Students are expected to log into and complete assigned work on a daily basis. While the length of time that students spend working on assignments may vary, the expectation is that students will actively participate in at least 4-6 hours of academic instruction each school day with specific minimal requirements for math, English language arts (ELA), and Physical Education, as follows:

- Math: 60 minutes daily, not including supplemental instruction (enrichment, remediation, etc.)
- ELA: 120 minutes daily, not including supplemental instruction (enrichment, remediation, etc.)
- P. E.: 20 minutes daily
- History: As assigned by your teacher (approximately 120-180 minutes per week)
- Science: As assigned by your teacher (approximately 120-180 minutes per week)
- Electives: As assigned by your teacher (approximately 60-90 minutes per week)

Learning Paths

At CAVA, instruction is designed to challenge each student to deepen his/her understanding of concepts, expand critical thinking skills, practice and apply skills and knowledge in meaningful ways, and extend learning across the curriculum. As such, three different paths are provided for students depending on their individual skill levels, prerequisite knowledge, educational experience, and academic achievement goals.

Core

This academic path leads each student through basic grade level learning objectives and Common Core state standards with a primary focus on ELA, math, history, and science. This path includes individualized remedial instruction and learning activities designed to build students' skills and confidence so they can live up to their potential.

Comprehensive

The comprehensive learning path is designed for students prepared to move beyond the basics and dive more deeply into content areas. This path provides students with learning activities/lessons optional on the Core Path, but which are designed to challenge students on the comprehensive path to explore content more deeply, extend their learning with lessons designed to extend their thought processes and more deeply develop their critical thinking skills, expand their knowledge of the subject matter, and develop their independent learning skills.

Advanced Learners Program (ALP)

The Advanced Learners Program path is specifically designed to meet the unique needs of students with outstanding talent who perform or show the potential for performing at exceptional levels of mastery. In addition to the elements of the comprehensive path, students identified for this path[1] are provided with specialized live instruction to support their learning needs and develop their higher order thinking skills. On this path, students are provided with lessons/activities that challenge them to further their learning, explore content focused on their individual interests and passions, and make more meaningful connections between their learning and the real world. Some examples of ALP learning activities include unit projects emphasizing cross-curricular activities, passion projects related to a specific topic of student interest (for example, a student-created research project that involves multiple elements such as science-composition-media-communication), and instruction designed to motivate students in areas of demonstrative content mastery including design, development, investigation, and self-evaluation.

[1] Students must be identified for and agree to the learning commitments of this program prior to embarking on this academic path.

Courses

Students in 5th grade complete grade level coursework in the following courses. The Scope and Sequence of each course is included in the Course_Catalog.

- Math Plus Yellow
- Language Arts 5 with Vocabulary Yellow
- Science 5
- American History A
- Intermediate American Art A
- Electives (World Language or Spotlight on Music 5)

All courses may include activities such as:

- Independent and Learning Coach supported reading of online text and transcripts
- Viewing moving and static images and streaming video
- Listening to audio recordings and pronunciations
- Linear and interactive animations and simulations
- Hands-on and virtual activities
- Online checkpoints
- Online skill review exercises
- Offline practice, record-keeping, and research activities
- Offline checkpoints and assessments
- Teacher-created instructional materials

Graded assignments for all courses may include:

- Online or paper-based worksheets and practice sets
- Checkpoints and assessments (written and online)
- Extended Problems and Critical Thinking exercises
- iReady assessments and lessons
- Class Connect participation and learning activities
- Essays, research papers, and other writing assignments
- Presentations
- Project-based assignments

Student Work Portfolios

A student work portfolio is a purposeful collection of multiple examples of your child's coursework. Each example should include evidence of student effort, progress or achievement, and a complete evaluation by you. You will bring this portfolio with you to each parent-teacher-student conference to share with your teacher. He or she will select several samples of student work from the portfolio for your child's school folder. It is important for you to share as much of your child's work with your teacher as possible. Student portfolios should include the following:

- Work from student activity guides and books
- Compositions, Essays, and Examples of the Writing Process
- Book Reports
- Research Papers
- Journals
- Assessments and Checkpoints
- Unit Projects
- Custom Assignments and Activities
- Observations
- Self-Assessments
- Peer Review and Response to Feedback
- Pictures of Science Labs and Completed Lab Reports/Sheets
- Pictures of Art Projects

Daily Student Responsibilities

Each school day brings new opportunities for learning! As with all opportunities, there are responsibilities. At CAVA, each student learns to develop into an independent and responsible learner. Some of your daily responsibilities include:

- ***Check ILP for the assignment and Class Connect schedule***
- ***Log in to the Online School***
  - Access your core curriculum lessons
  - Attend Class Connect sessions
  - Check school announcements
- ***Complete all assigned lessons and assignments*** (both graded and non-graded) as indicated on your ILP before the end of the day.
- ***Submit all assignments as requested*** by your teacher via File Sharing, email, mail, etc. as designated by your teacher.
- ***Check email*** for communication from your teacher/school and respond within 48 hours.

Getting Help with Class Work

Learning is challenging and exciting! When you encounter difficulty with course content, follow these steps:

- Contact your teacher through phone and/or email
- Attend Class Connect sessions as scheduled

Technology issues

From time to time CAVA families will experience technology issues. This is the reality when attending an online school. CAVA understands this and will work with families to get work completed in a timely manner to ensure students do not fall behind in their classes. To minimize problems with technology, please do the following:

- If you are experiencing software and/or hardware technology issues with your computer and/or printer, contact K^{12} Technical Support at 866-K12-CARE to troubleshoot. You will need to save your ticket number(s) for future reference.
- Plan to have a backup means of accessing the Internet in the event of Internet failure at your home or technology problems with your equipment. You can use a library, a friend's house, etc. to complete your assignments so that you don't fall behind. To avoid compliancy issues, please review the Enrollment Requirements found in the Parent/Student Handbook for the 16-17 school year to understand what is expected to be successful in CAVA's program.
- Please notify your teacher immediately so that he/she is aware of these issues.

Academic Integrity Policy (Dishonesty and Plagiarism)

This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include:

- Marking a lesson complete in the OLS that you have not completed as assigned by your teacher
- Using another's work and claiming it as your own (including work completed by your Learning Coach)
- Copying from text, websites or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Copying from another person's work or from the learning guide
- Letting a parent or mentor complete your assignments
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete his/her work

Plagiarism is the presentation of someone else's ideas or work as your own. Plagiarism or academic dishonesty in any form is a serious offense and will be immediately addressed by your instructor and/or a school administrator. If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more options as outlined in the Parent/Student Handbook.

5th GRADE COURSE CATALOG

MATH PLUS YELLOW COURSE OVERVIEW

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course builds on student understanding of numbers and operations by making connections between place value, decimals, and fractions; introducing multiplication and division of decimal numbers; and extending understanding of fraction operations. The course focuses on computational fluency in multiplication and division of whole numbers through the use of standard algorithms. The course enhances fluency of operations with whole numbers, fractions, and decimals through application in the solving of measurement, geometry, and data-analysis problems using mathematical problem-solving techniques. Students continue to develop algebraic thinking as they work with variables and formulas to solve multistep word problems; further study patterns and rules; and are introduced to representing problems graphically using the coordinate plane. Students will extend their knowledge of geometry through the use of the classification of shapes into hierarchies based on their attributes, the introduction of three-dimensional figures and volume, and the connection of geometric concepts to measurement and problem solving. This course includes standards-based tasks, digital literacy skills, and assessment questions.

Core Focus. In the Core Focus lessons, students will solve problems by synthesizing concepts and applying critical-thinking skills. The problems are designed to provide authentic learning opportunities as they mirror the problems students may encounter in the real world.

Extended Problems. At the end of each unit, students will solve problems independently in the Extended Problems lesson. Extended Problems require students to use problem-solving skills, math knowledge for the course, and previous knowledge to solve multistep problems—much like students will do in the real world. Several of these Extended Problems will be graded directly by the student's teacher. Others may be graded by the learning coach and submitted to the teacher for further review and feedback.

Math Notebook. Students will need to obtain a binder or spiral notebook to serve as their Math Notebook in which they will work problems, make sketches, and write answers to the problems in the Activity Book. Students should always have the Math Notebook, paper, and a pencil handy and be ready to share the notebook with their teacher.

MATH PLUS YELLOW COURSE OUTLINE

Unit 1: Whole Numbers and Powers

Students learn to estimate or calculate sums, differences, products, and quotients in whole-number problems. They apply standard step-by-step approaches for addition, subtraction, multiplication, and division; use estimation to predict solutions to story problems; learn patterns of place values; and are introduced to bases and powers.

- Round Whole Numbers in Story Problems
- Estimate and Find Sums and Differences
- Estimate Sums and Differences
- Multiply Multidigit Whole Numbers
- Divide Multidigit Whole Numbers
- Multiply and Divide Whole Numbers
- Place-Value Patterns
- Bases and Exponents

Unit 2: Geometry

Students learn to identify, measure, and draw angles, perpendicular and parallel lines, rectangles, and triangles with appropriate math tools. They predict, describe, and perform transformations on two-dimensional shapes. They learn about right, acute, obtuse, and straight angles; lines that are parallel, intersecting, and perpendicular; and different types of triangles and quadrilaterals. They learn the attributes of isosceles, equilateral, and right triangles, parallelograms, rectangles, and squares.

- Angles
- Perpendicular and Parallel Lines

- Define and Sketch Triangles
- Define and Sketch Quadrilaterals
- Special Quadrilaterals
- Construct Triangles and Quadrilaterals
- Angles and Triangles
- Angles in a Quadrilateral

Unit 3: Fractions: Multiplication & Division
Students learn to multiply and divide fractions and explain a step-by-step approach. They simplify factors in fraction multiplication problems in which numerators and denominators have common factors. They multiply and divide fractions by whole numbers to solve story problems.

- Use Models to Multiply Fractions
- Multiply Fractions
- Multiplication as Scaling
- Different Meanings of Fractions
- Understand Division of Fractions
- Fraction Division

Unit 4: Problems Involving Fractions
Students learn to solve story problems involving addition, subtraction, multiplication, and division of fractions. They use objects or sketches to solve story problems that involve addition or subtraction of fractions. They solve and simplify problems that involve addition or subtraction of fractions with unlike denominators.

- Solve Fraction Story Problems
- Add and Subtract Fractions

Unit 5: Decimals: Addition and Subtraction
Students learn to compare, order, & expand decimals. They learn to round decimal numbers through hundredths, estimate the sum or difference in problems involving decimal numbers, & solve addition/subtraction problems involving decimal numbers. They learn how to verify that the calculated result of a problem involving addition or subtraction of decimal numbers is reasonable. They solve story problems involving addition/subtraction of decimal numbers.

- Compare Decimals
- Compare and Expand Decimals
- Order Three Decimal Numbers
- Round Decimals Through Hundredths
- Estimate Decimal Sums/Differences
- Reasonable Answers and Decimal Problems
- Solve Story Problems with Decimals

Unit 6: Decimals: Multiplication and Division
Students practice solving multiplication and division problems that involve decimal numbers and verify that the calculated results are reasonable.

- Estimate Decimal Products, Quotients
- Multiply and Divide Decimals
- Compute Decimal Story Problems

Unit 7: Semester Review and Checkpoint
In this unit, students will review skills learned in units 1 through 6. They will take a practice test, reflect on their learning, and review skills and concepts learned in the Super Genius game online. They will then complete a two-part semester assessment consisting of an online checkpoint as well as a written, offline checkpoint. After completing units 1-6, students should be able to demonstrate the following skills and concepts:

- Estimate or calculate a sum or a difference in a whole-number story problem.
- Estimate or calculate a product or quotient in a whole-number story problem.

- Solve a problem that involves powers.
- Identify that the sum of the interior angles of any quadrilateral is 360º and solve related problems.
- Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category.
- Solve a story problem involving addition or subtraction of decimal numbers.
- Solve multistep story problems using multiple operations.
- Estimate the sum or difference in a problem involving decimal numbers.
- Estimate the product or quotient of a computation problem involving decimal numbers.
- Represent and compute a power by using repeated multiplication.
- Identify that the sum of the interior angles of any triangle is 180º and solve related problems.
- Solve a simple problem involving addition or subtraction of fractions.
- Solve a story problem that involves multiplication or division of decimal numbers.
- Read, write, compare, and order decimals to thousandths.
- Divide whole numbers by unit fractions and unit fractions by whole numbers.
- Estimate or calculate a product or a quotient in a whole-number problem.
- Verify that the calculated result of a problem involving multiplication or division of decimal numbers is reasonable.
- Interpret multiplication as scaling.
- Compare the size of a product to the size of one factor on the basis of the size of the other factor, without multiplying.
- Define and sketch different types of triangles and identify their attributes.
- Represent division of a unit fraction by a whole number such as using objects and pictorial models, including area models.
- Use place value to round decimals to any place.
- Use models and equations to multiply a whole number or a fraction by a fraction.
- Write decimals in expanded form.
- Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies.
- Multiply or divide by a multiple or power of 10.
- Know how to define and sketch different quadrilaterals.
- Identify and represent decimal numbers, fractions, mixed numbers, and positive and negative integers on a number line.
- Classify two-dimensional figures in a hierarchy based on their properties.
- Fluently multiply multidigit whole numbers using the standard algorithm.
- Solve real-world problems involving multiplication of fractions and mixed numbers.
- Add or subtract decimals to hundredths, using models or drawings and strategies based on place value.
- Estimate or calculate a sum or a difference in a whole-number problem.
- Solve a multiplication or division problem that involves decimal numbers.
- Solve a problem involving addition or subtraction of integers.
- Round a decimal number to any place through hundredths.
- Identify and draw perpendicular or parallel lines with appropriate math tools.
- Identify, measure, and draw angles with appropriate math tools.
- Know how to define and sketch different quadrilaterals.
- Represent division of a unit fraction by a whole number such as using objects and pictorial models, including area models.
- Read, write, compare, and order decimals to thousandths.

Unit 8: Algebra

Students learn to use letters to represent unknown values in expressions and equations. They learn to apply the distributive property in equations or expressions with variables. They evaluate simple algebraic expressions and use expressions or equations to answer questions about a problem.

- Understand Variables in Algebra

- Use the Distributive Property
- One Variable in Algebraic Expressions
- Expression and Equation Problems

Unit 9: Coordinate Graphs
Students learn to identify and graph ordered pairs in all quadrants of a coordinate plane. They learn to use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph. They practice graphing and writing equations to solve problems that involve a linear function.

- Quadrants in the Coordinate Plane
- Ordered Pairs
- Graph or Write an Equation

Unit 10: Perimeter, Area, and Volume
Students learn to find the perimeter of plane figures. They connect area to surface area using nets. They learn to use squares to approximate the area of an irregular shape. They learn to determine the volume of a solid figure. They practice constructing cubes and rectangular boxes from two-dimensional patterns and determining the surface area. They learn to differentiate among appropriate units to measure perimeter, area, and volume.

- Perimeter of a Plane Figure
- Nets, Solids, and Surface Area
- Area of Irregular Shapes
- How Many Cubes Does It Take?
- Volume of Solid Figures
- Units of Perimeter, Area, and Volume

Unit 11: Math Reasoning: Methods and Strategies
Students learn to prioritize and sequence the information in a story problem that involves multiplication or division of decimal numbers. They use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in nonroutine or complex problems. Students learn to apply strategies and results from simple story problems involving fractions to more complex problems and how to break a multistep whole-number story problem or money problem into simpler parts. They learn how to identify and represent decimal numbers, fractions, mixed numbers, and positive and negative integers on a number line.

- Steps to Solve Story Problems
- Break Down Multistep Problems
- Mathematical Reasoning Methods
- Choose and Use Strategies to Solve Simple to Complex Problems

Unit 12: Math Reasoning: Solutions
Students learn to express clear and logical solutions to equal-measures problems and rate problems. They learn to use estimation in addition and subtraction of fractions to verify whether calculated results are reasonable. They learn the advantages of exact solutions and approximate solutions to problems involving addition or subtraction of decimal numbers, and then give answers to a specified degree of accuracy, such as hundredths. They convert among units within a given measurement system. They learn to make precise calculations and use the situation presented in a problem involving decimal-number operations to check the validity of the result.

- Solve Problems Logically
- Estimation and Reasonable Answers
- Change Measurement
- Measurements in Story Problems
- Decimal Solutions
- Reasonable Solutions

Unit 13: Data Analysis and Representation
Students practice organizing and displaying single-variable data in histograms, line plots, and circle graphs and learn how to interpret information displayed in a graph or table. They learn how to use fractions to compare different data sets. They learn which types of graphs are appropriate for various data sets.

- Organize Data to Draw Histograms (parts A, B)
- Create Circle Graphs
- Line Plots
- Interpret Graphs and Tables
- Fractions, and Graphs
- Choose an Appropriate Graph

Unit 14: Semester Review and Checkpoint
In this unit, students will review skills learned in units 8 through 13. They will take a practice test, reflect on their learning, and review skills and concepts learned in the Super Genius game online. They will then complete a two-part semester assessment consisting of an online checkpoint as well as a written, offline checkpoint. After completing units 8-13, students should be able to demonstrate the following skills and concepts:

- Determine the perimeter of a plane figure and use appropriate units.
- Identify and apply the distributive property in an equation or an expression with variables.
- Evaluate a simple algebraic expression in one variable by using substitution.
- Explain which types of graphs are appropriate for various data sets.
- Identify or use an expression or an equation to answer questions about a problem.
- Graph or write an equation to solve a problem that involves a linear function.
- Evaluate whether a solution for a problem is reasonable.
- Differentiate among appropriate units to measure perimeter, area, and volume.
- Explain the advantages of exact solutions and approximate solutions to problems involving addition or subtraction of decimal numbers, and give answers to a specified degree of accuracy, such as hundredths.
- Use squares to approximate the area of an irregular shape.
- Determine when & how to break a multistep whole-number story problem or money problem into simpler parts.
- Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in non-routine or complex problems.
- Organize and display single-variable data in a histogram.
- Solve a story problem involving equal measures.
- Recognize appropriate representations of survey data.
- Use estimation in addition or subtraction of fractions to verify whether calculated results are reasonable.
- Interpret a numerical expression without evaluating the expression.
- Evaluate the utility of models, such as graphs and charts, to determine which are most useful and efficient to analyze data and solve problems.
- Identify and graph ordered pairs in all quadrants of a coordinate plane.
- Explain and determine the volume of a solid figure and use appropriate units.
- Prioritize & sequence the information in story problems that involve multiplication/division of decimal numbers.
- Apply strategies and results from simple story problems involving fractions to more complex problems.
- Create a line plot to display a set of measurements in fractions of a unit.
- Graph to compare the corresponding terms of two patterns.
- Demonstrate that when equal quantities are added to equal quantities the resulting quantities are equal.
- Plot a linear relationship in the first quadrant of a coordinate plane.
- Make precise calculations and use the situation presented in a problem involving decimal-number operations to check the validity of the result.
- Solve for one variable in a two-variable equation when the value of the other variable is given.
- Use whole numbers, fractions, and decimals to compare different data sets.
- Estimate or determine the number of cubes required to fill a solid figure.
- Use a letter to represent an unknown value in an expression or an equation.

- Construct a cube or a rectangular box from a two-dimensional pattern and determine the surface area.
- Identify and generalize methods for solving problems that are similar to each other.
- Find a mathematical expression that corresponds to a given word phrase.
- Use the order of operations to simplify expressions with mixed operations, and simplify expressions with grouping symbols.
- Estimate or calculate a product or quotient in a whole-number story problem.
- Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph.
- Derive and use the formula for the area of a parallelogram and triangle, and use appropriate units.
- Interpret information displayed in a graph or table.
- Evaluate numerical expressions using order of operations (expressions include with parentheses and powers, whole numbers only).
- Use the fact that volume is additive to solve problems.
- Write a simple unit conversion, such as inches to feet, as an expression or an equation.
- Organize and display single-variable data in a circle graph.
- Find a mathematical expression that corresponds to a given word phrase.
- Use the fact that volume is additive to solve problems.
- Given a rule such as "Add 3," generate and graph ordered pairs on a coordinate plane.

LANGUAGE ARTS 5 AND VOCABULARY YELLOW COURSE OVERVIEW

The Language Arts 5 and Vocabulary Yellow course provides a comprehensive sequence of lessons in Composition; Grammar, Usage, and Mechanics; Vocabulary; Literature; and Spelling.

- **Comprehensive and/or ALP Path -** includes completing units and lessons noted as “Optional” in the OLS as well as Beyond the Lesson activities to challenge advanced learners. These units are provided for students on these paths to extend their learning.
- **Core Path** – Students on the Core Path may skip units/lessons marked “Optional” in the OLS and assignment sheet.

The Writing Folder. Keep a writing folder in which student’s drafts are readily available. It is strongly encouraged to keep a checklist in the folder to keep track of skills you want to concentrate on—anything from focus to paragraph organization to correct use of question marks.

Rubrics to help evaluate students’ writing are included in the online lessons, and the rubrics include an area for recording feedback about the writing. It’s a good idea to print these rubrics and keep them, along with feedback, with students’ writing. This enables the learning coach, teacher, and student to make notes about progress over time.

The Portfolio. Students will put together a portfolio using a three-ring binder with pocket folders. This portfolio will hold:

- Completed practice pages
- Completed lesson assessment pages
- All original composition, poetry, and artwork (including planning work, drafts, and final copy), and projects.
- All completed feedback pages for Composition
- Word Lists and Word Journals from Vocabulary

Composition. Structured lessons in specific academic genres of writing (including various examples of narrative, persuasive, and informative) walk students through the steps of the writing process. Students learn how to plan, organize, draft, revise and publish various kinds of compositions while paying attention to important elements of writing such as audience and choice of language. There is a strong emphasis on revision. Students are expected to type final

versions of their work and store all of their efforts in their language arts portfolio. You may wish to keep an online portfolio of their work in Composition.

In composition lessons students are introduced to the idea of **writing as a process** and they are taught to work through this sequence of steps:

- Prewrite to generate ideas, choose a topic, gather information, and think about the audience.
- Write a draft.
- Revise to clarify meaning, improve organization, and add detail.
- Proofread to correct errors in capitalization, punctuation, and spelling.
- Publish, that is, share the finished writing with others.

By the conclusion of this course, students in 5th grade should be able to do the following as they write:
Ensure subject-verb and pronoun-antecedent agreement

- Choose words and phrases for effect.
- Produce complete sentences, recognizing the correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to/too/two; there/their).
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.

Grammar, Usage, and Mechanics (GUM). Structured lessons in grammar, usage, and mechanics ensure students' understanding and use of the rules and conventions of the English language. The GUM program includes 12 units with varying numbers of lessons. A typical GUM lessons consists of three parts:

- A Get Ready teaching activity
- A Try It section
- A workbook exercise using the student guide and/or Exercises in English Level E

✏️ **Exercises in English Level E.** This expertly crafted workbook provides instruction and practice in grammar, usage, and mechanics to provide students with the essential lifelong skills they will need to succeed. These workbook activities are an important part of the student's learning and practice in GUM.

Vocabulary. Structured online lessons teach students a variety of word acquisition skills including using context, roots, and affixes as clues to word meanings. Students will study synonyms and antonyms; and common idioms, adages and proverbs; and grade appropriate words. In addition to the lessons provided, **students are expected apply their word acquisition skills to their own reading and collect new words independently**. Throughout the Vocabulary Program, students will be learning and applying strategies to figure out the meaning of unfamiliar words, not just learn definitions of the words provided.

- ***Exercises for Word Sets*** within each vocabulary unit are not in the student workbook. Students should devote a composition book to these activities. These writing activities should demonstrate that the student understands the meanings of the words. Possible writing activities include the following:
  - Write a sentence for each word. (It's also fine to use more than one vocabulary word in a sentence.) The sentence should show that the student understands the meaning of the word. For example, if the vocabulary word is garrulous, meaning "excessively talkative," consider the following sentences:

    Unacceptable: He was garrulous.
    Acceptable: The garrulous announcer talked so much that people started to leave the show.
  - Write a paragraph or two, using the vocabulary words in a brief made-up story.
  - Rewrite the definitions of the vocabulary words in your own words.
  - Write riddles for the vocabulary words.
  - Ask and answer questions, serious or silly, using the vocabulary words.
  - Create an advertisement using as many of the vocabulary words as possible.

Word Journal pages for students to record and examine unfamiliar words as they encounter them throughout the day. Time is built into the course for students to add to their personal word lists and use online and offline dictionaries and other tools to define and dissect words. This Word Journal should be maintained in a folder or binder for reflection and evaluation.

Literature. Lessons on nonfiction works, traditional stories and modern classics, emphasize works that embody exemplary virtues (such as compassion, courage, perseverance, honesty, and loyalty). Lessons are designed to develop literal and inferential comprehension skills, build vocabulary, introduce the variety of imaginative experience, and help students become more independent and thoughtful readers. Students will also be provided with Critical Skills assignments in which they will apply their critical reading and writing skills to new works of fiction and nonfiction. The program requires students to read often, think critically about what they have read, and evaluate the ideas and apply the skills they have learned. Each reading selection requires students to prepare for reading by activating prior knowledge, read independently, comprehend what they have read, analyze the language or structure of the text to find its meaning, evaluate the ideas in selections and form substantiated analyses about them, and apply the ideas or skills they have learned to other texts or to the broader world. This consistent pattern—from inward knowledge to outward application—is developed through the lesson activity structure, which is designed to help students model the habits of mind to make them proficient and critical readers, writers, and communicators. The pyramid represents the skills—from lower- to higher-order thinking skills—that students encounter in each lesson and unit in Literature. With each lesson and reading experience, students begin at the foundation of the pyramid and work their way through the lessons and unit, tackling increasingly complex questions and assignments that require higher-order thinking skills.

Spelling. Students develop an understanding of sound-symbol relationships and spelling patterns, identify affixes and how they affect the meaning of words, and recognize base words and roots in related words. Learning activities within the Spelling component of English language arts include:

- **Pretest** on the second day of the five-day unit, helps identify words that will require additional study.
- **Practice Pages and Spelling Review** to allow the student to practice writing words on the spelling list and reinforce spelling patterns and word meaning.
- **Dictation** help students learn to spell words fluently and use spelling words while practicing handwriting and punctuation.

Dictation Notebook. Students should maintain a Dictation Notebook. Dictation exercises within each Spelling unit help students learn to spell words fluently and to use the spelling words while also practicing handwriting and punctuation. Dictation exercises include sentences of varying length to help students build their ability to remember sentences as they write them.

Spelling Box. Created by the student and learning coach using an index card filing box, the Spelling Box is a tool to help students learn words they may find difficult. Students write difficult words on index cards and place them in the Current Unit or Previous Units section of the Spelling Box. When students are able to demonstrate they can spell a word correctly three times in a row, the card is moved to the Retired Words section of the box. It is important that students are able to spell words correctly over time not just momentarily memorize a word spelling.

LANGUAGE ARTS 5 (YELLOW) COURSE OUTLINE

LITERATURE AND COMPREHENSION

Students on the Comprehensive and ALP Academic paths will complete activities as assigned by their teacher. These activities may include customized activities as well as lessons marked "optional" in the OLS.

Unit 1: Lessons Learned (including Foundational Skills)

Students will read about events in the lives of ordinary and extraordinary characters. They will learn about decisions the characters make and how those decisions affect their lives.

- **ALP and/or Comprehensive:** Students on these learning paths will complete:
  - Lesson 9 – Students will reflect on the details, characters, and lessons learned in "The Sword of Damocles," "As Rich As Croesus," and "The Three Questions." Student will then use the Roll and Write page to create a "review cube."
  - Lesson 10 – Students will explore the moral of the story and complete the Moral of the Story page. Additionally, students will analyze a passage from "Ali and the Magic Stew" and complete the Character Study page.

Unit 2: Mostly Heroes

In this unit, students explore literary heroes from around the world and describe their characteristics. They will make inferences and draw conclusions based on evidence from the text.

- **Comprehensive and/or ALP:** Students on these learning paths will complete:
  - Lesson 6 – Students discuss the conventional elements of a traditional hero tale, as represented by "The Story of Mulan" and "St. George and the Dragon." They will then write a tale, or part of a tale, that, like "The Last of the Dragons," plays with conventions and surprises the reader with something unexpected.
  - Lesson 9 – Students will have the opportunity to examine and enjoy the colorful characters in the hero tale from Russia, "The Horse of Power." They will create a journal entry from the perspective of either the horse of power or the young archer.
  - Lesson 10 – In this challenge lesson, students will read the conclusion of the tale, make inferences based on what characters say, and discuss whether the archer is a hero.

Unit 3: The Prince and the Pauper

In this unit, students will read prose and dramatic adaptations of Mark Twain's classic tale of mistaken identity, *The Prince and the Pauper*. They will describe, make inference about, and compare and contrast characters, using evidence from the text.

Unit 4: Seasonal Change

The four seasons evoke a diverse range of feelings and memories—inspire poets in various ways. Students will compare and contrast poems inspired by each of the seasons, and recognize how the poets treat the same subject in different ways through varying uses of figurative and literal language.

Unit 5: Curious Creatures

Working with the magazine, Curious Creatures, students will learn what sets nonfiction apart from other types of writing. They will explore the characteristics of the nonfiction genre, get to know the parts of a nonfiction book, and distinguish between fact and opinion.

- **Comprehensive and/or ALP:** Students on these learning paths will complete:
  - Lesson 6 – Students discuss the venues authors have to present information, and then write a newspaper article from the information in "Stormflight."
  - Lesson 8 -- In this challenge lesson, student evaluate author's purpose and design two timelines to illustrate a treehopper's life cycle.
  - Lesson 9 – This lesson creates an opportunities for students to explore leeches, earthworm-like bloodsuckers that have been used for medicinal purposes for the past two thousand years. They will learn about fact, opinion, and perspective as they answer questions and complete the Is That a Fact page.

Unit 6: Critical Skills Assignment - Narrative
Students will complete a critical skills assignment that includes writing a narrative. Students will critically read several passages, and then answer a variety of questions including multiple choice and essay questions. Students who need additional enrichment (**ALP/Comprehensive**) and students needing additional practice may be assigned additional Critical Skills assignments within this unit.

Unit 7: Novel Unit
Students will work with their learning coach and teacher to select a novel to read, analyze, and reflect upon. Students will determine what characters are like by what they say or do, or how the author portrays them; demonstrate comprehension of the text; and use evidence from the text to draw conclusions, make comparisons, and contrast characters, events, themes, etc.

- **Comprehensive/ALP**: Students on these academic paths will meet challenges to enrich their learning. These activities may include student created storyboards, character cards, illustrations, word webs, mini-books, original poems, and more. Many of these enrichment activities are included as "optional" activities within the novel unit, but will be required as assigned by your teacher.

Unit 8: Stories from the Bible
A distinction is made between teaching the Bible as a guide to belief and teaching stories from the Bible as literature. Teaching the Bible as a guide to belief is a religious task that belongs to the family (if the family so chooses) or the church. Teaching stories from the Bible as literature – which is the goal of this unit—is an educational task intended to promote cultural literacy.

In this unit, students will read stories from the Bible, focusing on character, choices, and consequences. They will identify character traits and reasons why characters make difficult decisions.

- **ALP:** Students on these learning paths will complete:
  - Lesson 5: Students will draw a picture of Daniel in the lion's den, and then visit a website (with learning coach supervision) to analyze a painting by the American artist Henry Ossawa Tanner.
- **Comprehensive and ALP**: Students on these paths will complete:
  - 6 – Students will more deeply analyze important choices and consequences in the three Bible stories. They will examine a painting of Ruth and Naomi at a website (with learning coach supervision) and complete the Choices and Consequences page using evidence from the text to support responses.

Unit 9: Early American Lives
In this unit, students learn about five people whose extraordinary deeds made an impact on early American history. They will explore the ways people remember and preserve history, and investigate elements of nonfiction. Students will then go online to see how one student completed a multimedia presentation before researching a famous American and creating and delivery a multimedia presentation on that person.

Unit 10: Stories of Washington Irving
Students will read "Rip Van Winkle" and "The Legend of Sleepy Hollow" in this unit. They will describe and understand the importance of the setting and figurative language used to describe the setting. Students will understand Rip Van Winkle's character traits, and predict how his character traits foreshadow the story's events. Finally, student will understand Washington Irving's background.

Unit 11: Critical Skills Assignment – Informative Writing
Students will complete a critical skills assignment that includes writing an informative essay. Students will critically read several passages, and then answer a variety of questions including multiple choice and essay questions. Students who need additional enrichment (**ALP/Comprehensive**) and students needing additional practice may be assigned additional Critical Skills assignments within this unit.

Unit 12: Passing Moments
This unit presents poems that capture passing moments, such as a glimpse of a river from a bridge, a skateboard ride, or an apology for eating some plums. While some of these moments might seem slight or trivial, in the eyes and hands of the poet, students will discover through analysis and interpretation that each is invested with meaning and interest.

- **ALP:** Students on these learning paths will complete:
  - Lesson 2 Optional Activity – Students will act out the movements in "The Base Stealer" as they read the poem aloud—balancing with arms out and fingers pointed, bouncing in place, teetering back and forth, delicately leaning or inching forward, then bursting into a full-speed run. This action can be captured on video and shared with the class or teacher.
  - Lesson 4 Optional Activity – Students will engage in a close reading activity to dig deeper into the last two stanzas of "A Bird Came Down the Walk," and then illustrate a particular moment in either "The Eagle" or "A Bird Came Down the Walk."

Unit 13: Semester Review and Assessment

In this unit, students will review the concepts and skills covered in this semester and then take the Semester Assessment to demonstrate their mastery of skills learned in the first semester.

- **ALP:** Students on these learning paths will complete:
  - Lesson 7 Optional Activity – Students will rewrite a selection from a story as a scene from a play.

Unit 14: I Didn't Know That!

Students will find out about some unusual people, places, and phenomena in this nonfiction unit. They will identify stated and unstated main ideas, identify conclusions, and use visuals to categorize details.

- **Comprehensive and ALP:** Students on these learning paths will complete:
  - Lesson 4 – Students explore licorice and it uses – everything from candies and remedies to insulating material and fire extinguishers. They will identify the unstated main idea and details, and label a diagram.
- **ALP**: Students on this learning path will complete:
  - Lesson 6 – In this lesson's Beyond the Lesson activity students will read the story "Columbus and the Egg" and discuss the theme with their learning coach or teacher.

Unit 15: Novel Unit

Students will work with their learning coach and teacher to select a novel to read, analyze, and reflect upon. Students will determine what characters are like by what they say or do, or how the author portrays them; demonstrate comprehension of the text; and use evidence from the text to draw conclusions, make comparisons, and contrast characters, events, themes, etc.

- **Comprehensive and ALP**: Students on these academic paths will meet challenges to enrich their learning. These activities may include student created storyboards, character cards, illustrations, word webs, mini-books, original poems, and more. Many of these enrichment activities are included as "optional" activities within the novel unit, but will be required as assigned by your teacher.

Unit 16: William Shakespeare, the Bard of Avon

In this unit, students will get acquainted with the life of William Shakespeare and the historical and social influences that shaped his writing. The will read prose adaptations of two of his most famous plays – A Midsummer Night's Dream and The Tempest. They will learn the elements of Shakespearean comedy and describe, make inferences about, and compare and contrast characters, using evidence from the text. Students will conclude this unit with a dramatic reading of Shakespearean excerpts and demonstrate an understanding of Shakespeare's language.

Unit 17: Investigate an Inventor

In this unit students will learn about the life and accomplishments of George Westinghouse as they explain the relationships and interactions between two or more individuals, events, ideas, or concepts, work with technical text, and determine the meaning of general academic and domain-specific words and phrases. Students will compare and contrast the over structure of informational text, analyze multiple accounts of the same event or topic, draw information from multiple sources and conduct research. As students explore the techniques of research, they will create a short research project, write a report, create multimedia aids, and present their research.

Unit 18: Critical Skills Assignment – Opinion Writing
Students will complete a critical skills assignment that includes writing an opinion. Students will critically read several passages, and then answer a variety of questions including multiple choice and essay questions. Students who need additional enrichment (**ALP/Comprehensive**) and students needing additional practice may be assigned additional Critical Skills assignments within this unit.

Unit 19: Don Quixote
In this unit, students will meet the famous literary character, Don Quixote de la Mancha, the knight made famous by Miguel de Cervantes. They will learn about Cervantes and chivalry and then follow Don Quixote as he sets off in search of adventure, armed with his homemade battle gear, a grand imagination, and his faithful squire, Sancho Panza. Students will investigate Quixote's character by examining his actions from multiple perspectives and comparing and contrasting Quixote's motives with their outcomes.

Unit 20: Novel Unit
Students will work with their learning coach and teacher to select a novel to read, analyze, and reflect upon. Students will determine what characters are like by what they say or do, or how the author portrays them; demonstrate comprehension of the text; and use evidence from the text to draw conclusions, make comparisons, and contrast characters, events, themes, etc.

- **Comprehensive/ALP**: Students on these academic paths will meet challenges to enrich their learning. These activities may include student created storyboards, character cards, illustrations, word webs, mini-books, original poems, and more. Many of these enrichment activities are included as "optional" activities within the novel unit, but will be required as assigned by your teacher.

Unit 21: Sherlock Holmes
The selections in this unit introduce Sherlock Holmes' remarkable deductive reasonability and engage students in the deductive reasoning process. Students will enjoy these detective or mystery stories. They will explore Sherlock Holmes, a character first created in the 1890s by Sir Arthur Conan Doyle.

- **ALP:** Students on these learning paths will complete:
  - Lesson 1 – Students will complete the Beyond the Lesson activity as they visit (with supervision) The Sherlock Holmes Museum online.
  - Lesson 6 – The Beyond the Lesson activity in this lesson will challenge advanced learning to write their own detective story or read more Sherlock Holmes detective stories.

Unit 22: American Themes
In this unit students will learn the songs and chants of various Native American peoples. They will explore the bold words carved on a plaque on the Statue of Liberty, and analyze poems that express the diversity of the American experience.

Unit 23: Life Stories: Young and Brave
This unit will introduce three historical figures who showed tremendous courage while they were still quite young. Students will begin by reading about the brave behavior of young Will Clark, the boy who would grow up to explore—with Meriwether Lewis—the land Thomas Jefferson acquired with the Louisiana Purchase in 1803. They will learn about young Frederick Douglass, who, despite being born in slavery, taught himself to read before escaping to freedom and becoming an important voice in the abolitionist movement. Finally, student will read about the heroic deeds of 15-year-old Kate Shelley, a young woman whose bravery and strength helped save the lives of over 200 people in 1881.

- **ALP:** Students on these learning paths will complete:
  - Lesson 3 – Students will complete the Beyond the Lesson activity as they visit the library and borrow the book, "Kate Shelley: Bound for Legend by Robert D. San Souci. They will write a review of the book and share it with their class, teacher or learning coach.

Unit 24: American Tall Tales
In this unit, students will enjoy learning about and reading American tall tales including Pecos Bill, John Henry, and one other legendary figure of their choice. Tall tales are one of the most important parts of American folklore. Stories about larger-than-life heroes and their incredible accomplishments have entertained people for generations. As students progress through the unit, they will focus on the language, humor, exaggeration, and main characters that make tall tales such a vibrant and enjoyable part of American literature.

- **ALP:** Students on these learning paths will complete:
  - Lesson 3 – Students will complete the Beyond the Lesson activity by exploring (with supervision) various websites to learn more about John Henry. They will work to create a presentation to share with their class, teacher or learning coach.
- **Comprehensive and ALP:** Students on these paths will complete:
  - Lesson 6 – Students will review the stories of Paul Bunyan, Pecos Bill, and John Henry before reading another tale of their choice from American Tall Tales. They will focus on the language, setting, and the hero of the story and complete the lesson activities.
  - Lesson 7 – Students will review the events and characters of the stories covered in this unit and compare the heroes of the tall tales.

Unit 25: Semester Review and Assessment
In this unit, students will review the concepts and skills covered in this semester and then take the Semester Assessment to demonstrate their mastery of skills learned in the first semester.

COMPOSITION

Unit 1: Using Technology to Write
Students will learn how to use technology during the writing process. Using technology while writing is a critical skill in the modern world, and there are many more tools and advantages to technology than just learning to use spell-check. Students will look at the use of technology, from the initial draft through final publishing. By the conclusion of this unit, students will be able to:

- Understand and practice writing as a process (prewriting, drafting, revising, proofreading, publishing).
- Create and safe a new document.
- Find and edit a previously saved document.
- Copy, cut, paste, and move text and whole sentences.
- Use an online thesaurus.
- Use technology to find errors in spelling, grammar, usage, and mechanics.
- Share written work either electronically or by printing it.

Unit 2: Writing a Memoir (A Personal Narrative)
In this unit, students will turn a significant event from their life into a memoir. They will learn or review the steps of writing (prewriting, drafting, revising, editing, and proofreading) to write about something meaningful to them. By the end of this unit, students will have a polished essay and, perhaps, a better sense of what their world means to them.

- Understand the elements of the memoir: plot, characters, setting, and theme.
- Plan and organize events to be related in the memoir.
- Distinguish between first person and third person point of view.
- Use imagery and simile to describe a place or scene.
- Write realistic dialogue.
- Write, revise, and proofread a memoir.
- **ALP**: Students on this academic path will be challenged in lessons 3 and 6 to share their writing plan and draft with a peer. They will have a peer complete the Peer Feedback page and then discuss the answers with him/her. Students will then revise their writing using this feedback. If a peer is not available, students will have a learning coach or teacher complete the feedback.

Unit 3: Writing a Research Paper

In this unit, students will learn writing techniques that will serve them well throughout their lives as they write a research paper.

- Choose and narrow a topic for a research paper.
- Find sources for a research paper.
- Gather information using library and Internet sources.
- Prepare bibliography cards.
- Paraphrase sources and understand how to avoid plagiarism.
- Write a thesis statement.
- Prepare a formal outline for the research paper.
- Compile a bibliography.
- Write an effective introduction and conclusion.
- Develop paragraphs with a topic sentence and supporting details that relate to the topic.
- Revise the research paper to improve content, organization, clarity, and word choices, and proofread to correct errors.

✏️ **ALP**: Students on this path will complete challenge activities in lesson 5 to complete the mini-lesson on Roman numerals. They should present their findings to their class, teacher, and/or leaning coach. Students will also be challenged to gather peer feedback and revise their writing plan with the feedback received in lessons 5 and 8.

Unit 4: Writing to a Prompt

Many assignments ask students to write about an assigned topic—that is, to write to a prompt. This unit will prepare students to write efficiently and well in response to a prompt.

- Identify four types of prompts: narrative, expository, persuasive, and descriptive.
- Decide what type of writing a prompt requires.
- Identify elements of a paragraph: topic sentence, body (supporting details), and closing sentence.
- Plan the beginning, middle, and end of a response to a prompt.
- Practice writing in response to writing prompts under timed conditions.

✏️ **ALP**: Students on this path will be provided with opportunities to increase their self-reflection/evaluation and revision skills:

  - Lesson 2, students will take the challenge of evaluating an essay and scoring the writer using a provided checklist (rubric).
  - Lesson 3, students will be challenged with scoring their own narrative writing using a rubric.
  - Lesson 4, students will evaluate, score, and revise their expository essay using a rubric.
  - Lesson 5, student will evaluate, score, and revise their persuasive essay. In addition, students will have the opportunity to deepen their learning and improve their skills by writing to a prompt in simulated testing conditions.

Unit 5: Unit Writing an Editorial

An editorial is a form of persuasive essay. The skills required to write a good editorial are important for any kind of persuasive writing. This unit focuses on the connection between writing an opinion and supporting that opinion with facts, reasoning, and evidence. Students will do some research to find facts and expert opinions to support the editorial they will write in this unit.

- Analyze an editorial.
- Distinguish fact from opinion.
- Locate facts and other information to support opinions in an editorial.
- Anticipate and respond to opposing arguments.
- Revise with special attention to controlling tone and eliminating unnecessary attacks, unsupported judgments, and overstatements.

✏️ **ALP**: Students on this path will complete challenge activity in lesson 4 to gather peer feedback and revise their writing plan with the feedback received.

Unit 6: Writing a Speech
In this unit, students will learn specific skills for writing and delivering effective speeches that will help them become confident, effective speakers.

- Identify different purposes for a speech (e.g., to inform, persuade, or entertain).
- Write a thesis statement for an informative speech.
- Use the writing process to write a speech.
- Deliver the speech to an audience.

Unit 7: Writing Business Letters
Even in a world of e-mail and communication by cell phone, people write business letters. They write to ask for information, to complain about broken merchandise, to inquire about jobs, and much more. In this unit, students will learn to write clear, polite, and effective business letters.

- Identify the parts of a business letter.
- Understand the audience and purpose of the business letter.
- Write and revise a business letter of complaint and a request for information.
- Address an envelope.

Unit 8: Writing a Compare-and-Contrast Essay
In this unit, students will learn to take two subjects and explain their similarities and differences. They will practice the kind of thinking and writing required to compose a compare and contrast essay, and then draft, revise, and proofread an essay that compares and contrasts two subjects.

- Analyze an essay written to compare and contrast.
- Use graphic organizers to plan topics to compare and contrast.
- Prepare an outline for a compare-and-contrast essay.
- Write, revise, and proofread a compare-and-contrast essay.

Unit 9: Writing a Character Sketch
All of us are interested in other people. Writing a character sketch will allow students to channel this natural interest into an assignment that teaches them to be careful observers, take good notes, organize observations, and paint pictures with words. By the end of this unit, students will have vividly recreated a character in prose.

- Gather information through observation or recall for a character sketch.
- Write dialogue to include in a character sketch.
- Use specific details and examples to illustrate the subject's characteristics.
- Write, revise, and proofread a character sketch.

Unit 10: Writing a Second Research Paper (a Unit for Advanced and Comprehensive Path Leaners)
In this research unit, students will research and write about a topic of their own choice. They will reinforce the skills previously learned and gain more experience in the analyzing, researching, organizing, and writing skills that a research paper requires. Students will continue to improve their confidence for the many more reports they will be writing in the future.

- Choose and narrow a topic for a research paper.
- Find sources for a research paper.
- Gather information using library and Internet sources.
- Prepare bibliography cards.
- Paraphrase sources and understand how to avoid plagiarism.
- Write a thesis statement.
- Prepare a formal outline for the research paper.
- Compile a bibliography.
- Write an effective introduction and conclusion.
- Develop paragraphs with a topic sentence and supporting details that relate to the topic.
- Revise the research paper to improve content, organization, clarity, and word choices, and proofread to correct errors.

Unit 11: Writing a Short Story (a Unit for Advanced and Comprehensive Path Learners)
This unit is designed for Advanced, Comprehensive and highly motivated Core path learners. Students will write an original story using the many writing skills they have learning throughout the course.

- Analyze a short story.
- Describe the setting for a story.
- Select and describe characters for a story.
- Plan a conflict and the plot of a story.
- Write, revise, and proofread a short story.

LANGUAGE SKILLS (GUM)

Unit 1: Punctuation Review
This unit focuses on common uses of the comma, capitalization, punctuation of direct quotations, titles, kinds of sentences, and abbreviations.

- Use periods to end declarative and most imperative sentences.
- Use periods after most abbreviations.
- Use a comma after yes or no when they begin a sentence.
- Use commas to set off words in direct address.
- Use exclamation points to end exclamatory and some imperative sentences.
- Use question marks to end interrogative sentences.
- Use question marks to end interrogative sentences.
- Use apostrophes to show possession and form contractions.

📝 **Comprehensive and ALP**: Students on these learning paths will complete lesson 8 to challenge their punctuation skills. Learning activities for this lesson include pages 135-136 of Exercises in English Level E.

Unit 2: Nouns
This unit focuses on nouns. It reviews common, proper, singular, plural, and possessive nouns. It gives students a chance to practice using nouns as subjects, direct objects, and as words in direct address. The unit also introduces two new roles for nouns: subject complement and object of a preposition. Finally, in this unit student begin an activity called Sentence Analysis, which involves breaking down sentences into their components.

- Identify proper and common nouns.
- Identify singular and plural nouns, regular and irregular.
- Form singular and plural possessive nouns.
- Identify nouns used as subjects, subject complements, and direct objects.

📝 **Comprehensive and ALP**: Students on these learning paths will engage in enrichment by completing:

  - Lesson 5: Students will be introduced to sentence analysis and learn to break a sentence down to understand what the parts are, and how they work together.
  - Lesson 11: Students will complete the skills challenge by completing the noun review Exercises A-F on pages 23 and 24 of Exercises in English as independently as possible.

Unit 3: Pronouns I
This unit focuses on the roles that personal pronouns can play as subjects, subject complements, direct objects, or objects of prepositions.

- Identify subject pronouns in sentences.
- Substitute personal pronouns for nouns as subjects in sentences.
- Analyze sentences using the seven-question method.
- Identify whether a group of words is a sentence or a fragment.
- Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory.
- Identify the verb in a sentence.
- Identify the simple subject of a sentence.
- Identify the direct object or subject complement, if any, in a sentence.

- Identify the modifiers in a sentence.
- Identify the part of speech of each word in a sentence.
  - **Comprehensive and ALP**: Students on these learning paths will be challenged to independently write sentences with personal pronouns and complete Exercises in English page 35 as independently as possible.

Unit 4: Pronouns II

This unit covers number, person, and gender of personal pronouns, possessive pronouns, pronouns in contractions, reflexive pronouns, and intensive pronouns.

- Identify personal pronouns as singular or plural.
- Use personal pronouns to replace singular or plural nouns in sentences.
- Analyze sentences using the seven-question method.
- Identify whether a group of words is a sentence or a fragment.
- Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory.
- Identify the direct object or subject complement, if any, in a sentence.
- Identify the modifiers in a sentence.
- Identify the part of speech of each word in a sentence.
- Identify the verb in a sentence.
- Identify the simple subject of a sentence.
  - **Comprehensive and ALP**: Students on these learning paths will be challenged to independently identify the type and use of pronouns. They will also complete pages 39 and 40 in Exercises in English as independent as possible. Students will be further challenged as they complete Exercise B on page 30 of their Exercises in English.

Unit 5: Adjectives

Students will explore the many kinds of adjectives: common, proper, demonstrative, possessive, and definite and indefinite articles. They will learn to use positive, comparative, and superlative adjectives to make comparisons.

- Identify adjectives and their functions.
- Form proper adjectives from proper nouns (e.g., Swedish from Sweden).
- Identify definite and indefinite articles.
- Identify and use the correct forms of demonstrative adjectives.
- Identify and use possessive adjectives.
- Form positive, comparative, and superlative adjectives.
- **Comprehensive and ALP**: Students on these learning paths will have their skills challenged as they read *An Adjective Tale* and review the kinds of adjectives studied in the unit. They will also work independently to complete pages 49 and 50 of Exercises in English.

Unit 6: Verbs I, Mid-Term Review, and Semester Assessment

This unit will review action and begin verbs, and introduce the terms *verb phrase* and *auxiliary verb*.

- Identify action verbs in sentences.
- Identify main and auxiliary verbs in verb phrases in positive and negative statements.
- Identify main and auxiliary verbs in verb phrases in questions.
- Identify verb phrases in sentences.
- Use does, doesn't, do, and don't correctly in sentences.
- Identify and use action verbs in sentences.
- Identify and use being verbs in sentences.
- **Comprehensive and ALP**: Students on these learning paths will complete challenge lessons:
  - Lesson 6: Students are challenged to independently complete this lesson identifying and properly using action and being verbs, identifying verb phrases in sentences, using forms of be and do, and identifying main verbs and auxiliary verbs.
  - Lesson 8: Students will complete the Semester Cumulative Review, Part 1 as independently as possible and evaluate their performance.
  - Lesson 9: Students will complete the Semester Cumulative Review, Part 2 as independently as possible and evaluate their performance.

Unit 7: Verbs II

This unit reviews the principal parts of verbs, regular and irregular verbs, and focuses on a particular set of irregular verbs: break, see, go, choose, and take. They will be introduced to the terms *transitive* and *intransitive*.

- Use action verbs I n sentences.
- Use is, are, am, was, and were correctly in sentences.
- Use does, doesn't, do, and don't correctly in sentences.
- Identify and use proper and common adjectives in sentences.
- Use correct forms of demonstrative adjectives to complete sentences.
- Identify and use positive, comparative, and superlative adjectives in sentences.
- Identify and use possessive adjectives in sentences.
- Use adjectives as subject complements to complete sentences.
- Form proper adjectives from proper nouns.
- Identify and use definite and indefinite articles in sentences.
- Identify and use adjectives that tell how many.
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills by independently completing lesson 10 and explaining the difference in the meaning of sentences given verb tense.

Unit 8: Verbs III

This unit focuses on linking verbs and subject complements, subject-verb agreement, and commonly confused verb pairs.

- Use verbs that agree with their subjects in person and number.
- Use forms of let, leave, teach, learn, lie, lay, sit, and set correctly in sentences.
- Identify linking verbs in sentences.
- Identify subject complements in sentences and label as nouns, pronouns, or adjectives.
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills by independently completing lesson 6. They will also complete pages 79 and 80 of Exercises in English and write four sentences correctly using verbs.

Unit 9: Adverbs

Students will learn the correct way to express negative statements and some adverbs that are commonly misused or confused with other words. They will use adverbs to show time, place, and manner as well as use adverbs to make comparisons.

- Identify adverbs as positive, comparative, and superlative and use them in sentences.
- Identify and use adverbs of time, place, and manner in sentences.
- Use good, well, there, their, real, very, to, too, and two correctly in sentences.
- Form comparative and superlative adverbs from positive forms.
- Demonstrate mastery of the knowledge and skills taught in this unit.
- Use negative words correctly in sentences.
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills by independently completing lesson 7. They will also complete pages 91 and 92 of Exercises in English and write four sentences correctly using adverbs.

Unit 10: Prepositions, Conjunctions, and Interjections I

This unit focuses on three parts of speech – preposition, conjunctions, and interjections. Students will recognize and use adjectival and adverbial phrases, and distinguish between the two.

- Demonstrate mastery of the knowledge and skills taught in this unit.
- Distinguish between adjectival and adverbial phrases in sentences.
- Use prepositional phrases in sentences.
- Identify adjectival phrases and the nouns they modify in sentences.
- Identify prepositional phrases in sentences.
- Use between, among, from, and off correctly in sentences.

- Identify adverbial phrases and the verbs they modify in sentences.
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills by completing:
    - Lesson 2: Students are challenged to recognize and use prepositions and prepositional phrases as well as develop their skills as they complete page 94 of Exercises in English.
    - Lesson 7: Students will demonstrate their mastery as they independently complete this lesson.

Unit 11: Prepositions, Conjunctions, and Interjections II

This unit continues to focus on the three parts of speech in Unit 10: the preposition, conjunction, and interjection.

- Use appropriate interjections in sentences.
- Demonstrate mastery of the knowledge and skills taught in this unit.
- Use conjunctions to form compound predicates.
- Use conjunctions to form compound subjects.
- Identify whether conjunctions form compound subjects, predicates, direct objects, or sentences.
- Use conjunctions to form compound direct objects.
- Use conjunctions to form compound sentences.
- Identify interjections in sentences.
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills by independently completing lesson 5. They will be further challenged by completed pages 107 and 108 in Exercises in English as independently as possible.

Unit 12: Sentences and Semester Review and Assessment

Variety can make writing more interesting. This unit focuses on sentences and ways to vary them. Topics include sentences and fragments, the four types of sentences, punctuation of sentences, and simple and compound subjects, predicates, and direct objects. This unit also introduces natural and inverted order in sentences. *As part of this unit, students will review and take the semester assessment to demonstrate their mastery of skills learned in this course.*

- Combine sentences to form one sentence with a compound predicate.
- Demonstrate mastery of the knowledge and skills taught in this unit.
- Identify sentences as declarative, imperative, interrogative, or exclamatory.
- Identify sentences as in natural or inverted order.
- Use compound direct objects to complete sentences.
- Use correct end punctuation for the four kinds of sentences.
- Combine sentences to form one sentence with a compound subject.
- Identify complete and simple predicates in sentences.
- Identify complete and simple subjects in sentences.
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:
    - Lesson 4: Forming compound subjects and predicates, and Exercises in English pages 114 and 115.
    - Lesson 5: Forming compound direct objects and analyzing sentences, and Exercises in English page 116.
    - Lesson 6: Recognize and use natural and inverted order in sentences, and Exercises in English page 117.
    - Lesson 9: Independently identify simple and complete subjects and predicates, distinguish between complete sentences and fragments, identify sentence types, identify compound elements in sentences and identify sentences as having natural or inverted order. They will be further challenged to complete pages 121 through 122 of Exercises in English.
    - Lesson 11: Students will demonstrate their mastery of correctly using confusing verbs, using adverbs of time, place and manner, using positive, comparative and superlative adverbs in sentences, and using negatives words correctly in sentences.
    - Lesson 12: Students will demonstrate mastery of skills by using prepositional phrases, confusing preposition, conjunctions, interjections, and combining sentences to form compound subjects, predicates, and direct objects. They will also identify sentences as in natural or inverted order.

SPELLING

- **Unit 1:** Words with two vowels together, each having its own sound; prefix *uni–*; and base word *grace*
- **Unit 2:** Words with /*k*/ sound spelled *ch*, prefix *quad–*, and base word *scholar*
- **Unit 3:** The *schwa* sound spelled *a* at the beginning and end of words, prefix *oct–*, base word *deficit*
- **Unit 4:** Words with the endings *tion* and *sion*, prefix *kilo–*, root *gradu*
- **Unit 5:** Word relationships, prefix *milli–*, and root *prehend*
- **Unit 6:** Words with /*j*/ spelled *dge*, soft *c* and *g*, prefix *a–*, and root *tox*
- **Unit 7:** Word relationships, prefix *super–*, and root *tech*
- **Unit 8:** Abbreviations, prefix *para–*, and root *cour*
- **Unit 9:** Contractions, prefix *multi–*, and root *meter*
- **Unit 10:** Words with /*shun*/ spelled *tion* and *sion*, prefix *a–* and root *thermo*
- **Unit 11:** Words with /*sh*/ spelled *ch*, /*k*/ spelled *que*, /*s*/ spelled *sc*, prefix *out–*, and base word *operate*
- **Unit 12**: Word relationships, prefix *over–*, and root *brev*
- **Unit 13:** Words often confused in spelling, prefix *ir–*, and root *bell*
- **Unit 14:** Difficult plurals, prefix *im–*, and root *just*
- **Unit 15:** Adding the /*shun*/ ending spelled *tion* and *sion*, prefix *il–*, and root *ini*
- **Unit 16:** Words with *tion* and *sion*, suffix *–eer*, and root *liber*
- **Unit 17:** Words with *tion* and *sion*, suffix *–ess*, and root *cline*
- **Unit 18:** Adding vowel suffixes, suffix *–ical*, and root *cert*
- **Unit 19:** Adding suffixes, suffix *–ism*, and root *grat*
- **Unit 20:** Adding vowel suffixes, suffix *–ify*, and root *domus*
- **Unit 21:** Abbreviations, suffix *–or*, and root *mand*
- **Unit 22:** Word relationships, suffix *–ary*, and root *ques*
- **Unit 23:** Compound words, suffix *–ant*, and root *min*
- **Unit 24:** Words with *tion*, suffix *–worthy*, and root *flam*
- **Unit 25:** Endings *tion* and *sion*, suffix *–ward*, and root *nov*
- **Unit 26:** Words often confused in spelling, suffix *–some*, and root *mob*
- **Unit 27:** Words within words, suffix *–like*, and root *term*
- **Unit 28:** Words with two pronunciations and two meanings, suffix *–ish*, and base word *present*
- **Unit 29:** Compound words, suffix *–ern*, and root *turb*
- **Unit 30**: Endings *tion* and *sion*, suffix *–dom*, and root *vict*

VOCABULARY

The vocabulary component of Language Arts 5 consists of 14 units with 11-13 lessons in each unit for vocabulary instruction. An additional three units are includes for semester and end-of-course assessments. In each unit of study, students will:

- Use context to determine and develop definitions for unknown words.
- Compare and correct personal definitions using dictionary definitions.
- Use online and print dictionaries, synonyms, antonyms, homonyms, and word origin clues to aid in comprehension and mastery of vocabulary.
- Create personal relationships with words through original sentences and proper use of words.
- Understand and apply word definitions.
- Retell, paraphrase, and explain what a speaker has said.
- Use techniques for effective oral presentations (e.g., stand straight and tall; keep your hands at your sides; speak with expression in a loud, clear voice; use complete sentences and proper grammar)
- Maintain purposeful discussion (agree and disagree constructively, state ideas clearly and fully using complete sentences and proper grammar, synthesize and build on others' ideas, explain and defend ideas).
- Read prose and poetry aloud with fluency, rhythm, and expression.
- Connect and relate prior experiences, insights, and ideas to those of a speaker.

Comprehensive and ALP Paths: Each unit has an opportunity for enrichment in the final lesson of the unit. Students should refer to their assignment sheet for customized enrichments projects assigned by their teacher.

Unit 1: In this unit, students will learn about Vocabulary Yellow with a Program Instruction Guide. They will create their Vocabulary Word Journal using a three-ring binder or composition notebook. After getting ready, students will learn to define words using context clues and learn words that mean the same and the opposite of the words.

Unit 2: In this unit, students will learn to define and use each word presented on the word lists. They will learn to identify and use synonyms and antonyms.

Unit 3: As they continue to work with digital and print dictionaries, thesauruses and other resources, students will learn to define and use new vocabulary words and learn about synonyms, antonyms and homonyms.

Unit 4: Students will continue working in their Word Journals, create illustrations to show meaning, and work with synonyms, antonyms and homonyms.

Unit 5: In this unit, students will learn to define words using context clues and their understanding of history and social studies. Students are encouraged to connect words in this unit with words found in American History such as *democracy, constitution, tolerate, puritan, justice*, *Continental, ratify, emancipate*, etc.

- Student **History Journals** should reflect the vocabulary being learned.

Unit 6: Students will learn to **define and use** old-fashioned words such as *whence, vex, yarn, reckon*, etc. In addition, they will learn modern-day synonyms for each word.

- Students are encouraged to connect the words in this unit with those that may be found in Literature Unit 9, Early American Lives. Their vocabulary skills should be reflected in their **Unit 9 Literature presentation**.

Unit 7: Splish, splash! In this unit, student will explore onomatopoeia, the wonderful words that imitate sounds. They will also learn about and illustrate similes and metaphors.

Unit 8: Semester Practice and Assessment

Students should be able to demonstrate mastery of the skills learned in the first 7 units:

- Identify and explain figurative language, word relationships, and nuances in words.
- Use context clues to determine the meaning of unknown words.
- Use Greek and Latin roots and affixes to determine the meaning of unknown words.
- Identify the meaning of grade-level words.
- Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.
- Use grade-appropriate, content-specific vocabulary words.
- Use antonyms to better understand vocabulary words.
- Use synonyms to better understand vocabulary words.
- Identify the relationship between two words.
- Use grade-appropriate vocabulary words.

Unit 9: This unit focuses on grade level vocabulary using context clues, dictionaries, thesauruses, and glossaries; students will identify and use figurative language and find word relationships.

Unit 10: Students will learn about adages and proverbs as they explore new words, and continue to work in and illustrate their word journals.

Unit 11: Students will learn grade level vocabulary using context clues, dictionaries, thesauruses, and glossaries; identify and use figurative language and word relationships. They will explore unfamiliar words such as *boon, filch*, etc.

Unit 12: In this unit, students will explore phrases such as "Break the ice." and "Green with envy." They will learn these phrases are called idioms and explore their meaning and use.

Unit 13: Students will define grade level words using context clues and learn more about synonyms and antonyms.

Unit 14: Students learn to define grade level academic words using context clues and their understanding of science and social studies.

- Students should connect words in this unit as they work in **Science 5 Unit 3** (Weather), **Science 5 Unit 4** (Motion and Forces) & **Science 8 Unit 8** (Body Systems). Vocabulary skills in this unit will help prepare students for academic writing.

Unit 15: Students will define grade level words using context clues and learn more about synonyms and antonyms.

Unit 16: Semester Practice and Assessment

Students should be able to demonstrate mastery of the skills learned in the first 7 units of this course component and be able to:

- Use synonyms to better understand vocabulary words.
- Use Greek and Latin roots and affixes to determine the meaning of unknown words.
- Use antonyms to better understand vocabulary words.
- Identify and explain figurative language, word relationships, and nuances in words.
- Identify the relationship between two words.
- Use grade-appropriate, content-specific vocabulary words.
- Identify the meaning of grade-level words.
- Use grade-appropriate vocabulary words.

Unit 17: End of Year Review and Assessment

This culminating assessment will provide students with the opportunity to demonstrate their mastery of skills learned throughout the school year. Students should be able to:

- Use Greek and Latin roots and affixes to determine the meaning of unknown words.
- Identify and explain figurative language, word relationships, and nuances in words.
- Identify the relationship between two words.
- Identify appropriate use for multiple-meaning words.
- Use context clues to determine the meaning of unknown words.
- Use grade-appropriate vocabulary words.
- Identify and explain metaphors.
- Identify the meaning of grade-level words.
- Identify and explain figurative language.
- Use synonyms to better understand vocabulary words.
- Use antonyms to better understand vocabulary words.
- Use grade-appropriate, content-specific vocabulary words.
- Identify and explain similes.

AMERICAN HISTORY A COURSE OVERVIEW

The first half of a two-year survey of the history of the U.S., the 5th grade American History A course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

With 180 lessons, this course is designed to be completed five times per week throughout the school year. Each day, students will read one or two chapters from *A History of Us*. The next day, students will use that material in a variety of online activities including: looking at the big picture, flash cards, and exploring interactive maps. Most History activities are offline and are found in the Student Guide or are available to print from the materials list.

The structure of a typical lesson includes:

- **Check Your Reading**. Reinforces the reading completed the previous day. This includes completing activity pages, create charts, and/or write in the student-created History Journal. Other days, students will discuss important issues with their learning coach and/or teacher.
- **Use What You Know.** Students will continue learning by completing activities more independently including writing letters and essays; analyzing photographs, paintings, or diaries; taking a virtual tour of a historic place.
- **Discuss**. These activities provide students with the opportunity to discuss important issues with an adult (learning coach and/or teacher) and voice their opinion, make connections to current events, and more.
- Read and Read-On. Guide students through their daily reading in A History of Us, take notes for future activities, prepare for learning activities, and more.
- **Assessments**. Assessments allow students to demonstrate their mastery and prove their knowledge. These include both online and offline components and appear at the end of every two or three lessons. These assessments will provide students with the opportunity to recall important facts or events locate places on maps, identify people, etc. Offline assessments include short answer, multiple choice, true/false, fill in the blank and other types of questions.
- **History Journal**. A student created three-ring binder in which to keep student work and a running record of what students have learned, is a key component of each student's portfolio for History. In many lessons, students will write a brief paragraph in the History Journal telling what the lesson is about. This important exercise is a way for students to "tell back" and thus internalize what they have learned. Students are encouraged to also illustrate these journal entries.
  - **ALP and Comprehensive Path** includes completing units and lessons noted as "Optional" in the OLS. These units and lessons are provided for students on this path to stretch them beyond the lesson and provide challenging learning opportunities for advanced or highly motivated students.
  - **ALP Path** - "Beyond the Lesson" activities are provided to take students deeper into the past and challenge them to increase their learning. Students visit websites, play interactive games, hear music and narrations, take virtual tours of museums and more.
  - **Core Path** – Students on the Core Path may skip the lesson marked "optional" in accordance with the ILP, but must complete the "Read On" portions of all optional lessons to prepare for the next day's lesson.

AMERICAN HISTORY A COURSE OUTLINE

Unit 1: The Earliest Americans

Early Native Americans were as different from one another as any of us are today, but they shared a common respect for nature and the land. Study the physical geography of North America and how it affected their lives. Learn how the first Americans reached this continent, and explore the rich diversity of Native American cultures before European contact. Key concepts in this unit include:

- Maps and Directions
- North American Beginnings
- Cliff Dwellers and Indians of the Northwest

- The Plains Indians, the Mound Builders, and the Eastern Woodland Indians
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:
  - Lesson 3: Students will extend their mapping skills for later connections to **Math Yellow Unit 9** as they use the features of the coordinated plane and identify latitude, longitude, absolute location, and hemisphere.
- **ALP**: Students on this learning path will be challenged to go online to the National Hurricane Center's website to learn about history's deadliest hurricanes and how forecasters follow hurricanes. They should print their own tracking charts and follow the path of a hurricane.
  - Science 5 Unit 3 – Earth's Atmosphere (Climate, Weather, and more)

Unit 2: European Exploration

The 16th century was a time of tremendous change and excitement in much of Europe. A growing thirst for knowledge, power, and wealth led to remarkable voyages of exploration. Those voyages, in turn, led to unimaginable discoveries for Europeans and the greatest exchange of plant and animal life in history. The period begins before the tomato in Italy, the potato in Ireland, or the horse on the Great Plains. It ends with huge population growth in Europe, decimation of populations in the Americas, and the eventual forced migration of 12 million Africans. Key concepts in this unit include:

- Navigating Uncharted Waters
- Discovering New Lands and Columbus' Journeys
- The Spanish Conquest, Ponce de León, Coronado, and More Conquistadors
- French and English Exploration of America
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:
  - Lesson 9: Students will extend their mapping skills for later connections to **Math Yellow Unit 9** as they use the features of the coordinated plane and identify latitude, longitude, absolute location, and hemisphere.
- **ALP**: Students on this learning path will be challenged deepen their knowledge with Beyond the Lessons activities:
  - Lesson 2- students visit the Columbus Navigation Homepage and deepen their knowledge of the journeys of Columbus beyond navigation.
  - Lesson 3 – students read Chapter 14, pages 66-70, to learn about some of the explorers that sailed into unchartered waters in the early sixteenth century.
  - Lesson 4 – students visit the Aztec Ball Game website to read an article about the discovery of an ancient Mesoamerican ball court.
  - Lesson 6 – Students complete the "More Conquistadors" activity online.

Unit 3: Thirteen Colonies, Part 1

English businessmen wanted to make money by sending settlers to Virginia to find gold. There was no gold, and disease and starvation killed most of the early settlers. But in time they did make money--by raising tobacco. A few years later, Pilgrims arrived to the north, looking for a place to practice their religion. Puritans followed, and New England grew. Key concepts in this unit include:

- A Beginning in Virginia; John Smith and Jamestown
- Tobacco and Turning Points
- Pilgrims, Promises, and Puritans
- Waterways and Waterwheels
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:
  - Lesson 8: Thanksgiving is part of the story of Plymouth. In this lesson, students will explore the history and traditions of Thanksgiving.

Unit 4: Thirteen Colonies, Part 2

Geography and values both play a big part in the way people live. In the southern colonies, good soil and warm weather led to the growth of plantations. In New England, towns and industry grew near fast rivers and the coast. The middle colonies had both cities and farms. Different kinds of people lived there, many of them tolerant of other religions.

Key concepts in this unit include:

- Breaks with Tradition: Roger Williams, Anne Hutchinson and Mary Dyer
- Visiting Salem
- Elsewhere in New England
- The Middle Colonies
- Benjamin Franklin: An American Renaissance Man
- Colonization of the South
- Triangles of Trade

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 9: Students will take a virtual field trip to Williamsburg.

Unit 5: Road to Revolution

John Adams said that the real American Revolution took place in the minds and hearts of the people. Those people began as loyal and proud citizens of the most powerful and democratic nation in the world--Great Britain. They ended by taking up arms against the king. Their journey toward independence started years before any shots were fired.
Key concepts in this unit include:

- The French and Indian War
- Western Exploration
- The Stamp of English Rights and Liberty
- The Boston Massacre
- The Shot Heard Round the World
- Map Skills
- A Continental Congress
- Declaration of Independence

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 1: Students will learn about John Peter Zenger and his defense of freedom of the press.
- Lesson 4: Students will learn about Daniel Boone, examine sources to gain information, and complete a document analysis activity.

Unit 6: The American Revolution

How did a loosely knit group of colonies defeat the most powerful military in the world? Or did they? One biography of Washington gives him the credit for making the cost of a British victory too high. How? And what social and political changes occurred as a result of the war? Key concepts in this unit include:

- John and Abigail Adams
- Challenges for the Continental Army
- Turning Points in the War
- What Did It All Mean?

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 7: Students summarize key events and ideas of the Revolution and analyze the changes that the Revolution brought about.

📝 **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 1: In this activity, students will join the signers of the Declaration of Independence in an interactive activity at the National Archives website.
- Lesson 2: In this activity, students will learn more about James Forten by visiting PBS online.

Unit 7: The Constitution and Semester Review and Assessment

The government that came to power in 1789 was an experiment, established by the first enduring written constitution in history. Success and failure under the Articles of Confederation set the stage for a new plan of government. Hard work, compromise, and the genius of men like James Madison and Alexander Hamilton made the Constitution a reality.

Key concepts in this unit include:

- Confederation and Constitutions
- The Northwest Ordinance
- Thomas Jefferson and James Madison
- An Important Compromise
- The Constitution and the Bill of Rights

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 8: Students will learn about George Mason, Virginia's delegate who helped form Virginia's government, draft the Virginia Declaration of Rights, and draft the Virginia State Constitution. They will evaluate Mason's contributions to the United States.

📝 **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 1: In this activity, students visit the States and Capitals site and learn about their state's original and constitution.
- Lesson 2: In this activity, students will learn more about James Forten by visiting PBS online.
- Lesson 10: Students will visit The National Constitution Center online and "Explore the Constitution" to lean about current issues.

Unit 8: A New Nation

The early years of the Constitution were a time of learning and growth. Washington set an example presidents follow even today. Jefferson doubled the size of the nation with the Louisiana Purchase and sent men to explore it. The War of 1812 proved the United States was a real nation. None of this was easy, and there were mistakes and arguments along the way. Key concepts in this unit include:

- George Washington and His Advisors
- Presidential Precedents
- Political Parties and Change
- President Adams Takes the Helm
- The Louisiana Purchase
- War of 1812
- The Monroe Doctrine
- Andrew Jackson

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 9: Students will learn about American Indian leaders Sagoyewatha and Tekamthi.
- Lesson 14: Students will demonstrate an understanding of time and sequence as they apply to the first six U.S. presidents.

📝 **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 3: In this activity, students will learn more about the history of banking in the U.S. and take a virtual field trip to the Boston Federal Reserve.
- Lesson 5: Student will take a virtual field trip to the White House and discovery its history.
- Lesson 7: Students learn more about Thomas Jefferson at the American President website.
- Lesson 11: Students will learn more about the actual flag that inspired the national anthem.
- Lesson 13: Students will discovery why Andrew Jackson was so popular with the common people, and why that made his presidency a challenge as well as a success.
- Lesson 14: Student will learn more about the first 15 presidents.

Unit 9: A New Age and New Industries

Andrew Jackson's election in 1828 reflected change in the United States. Democracy was expanding. A revolution in transportation and industry transformed the way people lived, worked, and traveled. Cities grew. Progress seemed more important than politics. But not everyone gained a political voice, and there were problems in the factories, mines, and cities. Students will spend several days evaluating a model essay and writing their own document-based essay.

- Revolutionary Inventions

- Transportation, Travel and Growth
- Mills and Mines
- **Examine, Analyze, and Write a Document-Based Essay**

Unit 10: Americans Take New Land

Most Americans believed it was God's plan that the United States extend from sea to shining sea. Americans spilled westward and immigrants flooded into the country. New territory was added; Native Americans lost their land and way of life. But the people who searched for a better life left a legacy of determination that still inspires today. Key concepts in this unit include:

- Sequoyah and the Trails of Tears
- Movement and Migration West
- Shakers and Movers
- Manifest Destinies
- Remember More Than the Alamo
- Growth of the United States
- The Mexican War
- Rushing for Gold

✏️ **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 6: Students will demonstrate their understanding of the pioneer experience by writing a series of diary entries.

✏️ **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 8: Students will take a virtual field trip to the Alamo to learn more about this famous Texas landmark.
- Lesson 11: Students will learn more about Pony Express history and the Gold Rush.

Unit 11: Reform and Reflection

Between 1800 and 1850, the United States developed an identity all its own. Artists and writers no longer copied European styles and themes. They painted and wrote in American ways about the American people, their land, and their ideas. At the same time, religious revivals and the confidence gained in the War of 1812 encouraged social and educational reform. Key concepts in this unit include:

- Reforming a Nation
- Writing and Art in America

✏️ **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 4: Students will identify American writers and their contributions, and then write a paragraph expressing a reaction to the work of an American author.
- Lesson 6: Students will identify elements of development of American culture and explain ways in which the nation expressed its character.

✏️ **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 5: Students will use several websites to learn more about the artists of the American Renaissance.

Unit 12: Slavery and Sectionalism

The conflict between protecting the institution of slavery and proclaiming that “all men are created equal” could not be ignored forever. While political leaders worked for compromise, ordinary Americans sought solutions in a variety of ways—anti-slavery newspapers, books, speeches, and even violence. Who could lead the United States through the coming crisis? Key concepts in this unit include:

- Slavery and Compromise
- Frederick Douglass: A Voice Against Slavery
- Clay, Calhoun, and Webster
- The Underground Railroad
- Harriet Beecher Stowe and John Brown

- Abraham Lincoln

✏️ **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 8: Students will describe the Underground Railroad and the risks people took.

✏️ **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 7: Students will visit the National Geographic Society's Underground Railroad Journey online.
- Lesson 9: Students will learn about the codes, passwords, and secret signals for runaways and conductors of the Underground Railroad.
- Lesson 10: Students will learn more about Harriet Beecher Stowe and how her life intersected with the abolition events of the time.
- Lesson 11: Student will learn more about John Brown and his profound influence on America.

Unit 13: The Civil War

The Civil War answered questions the Founders couldn't or wouldn't answer. Which has greater power, the states or the central government? Can a state nullify a federal law? Who is a citizen? Can slavery exist in a country born with the Declaration of Independence? These are some of the issues you will explore in this unit. Key concepts include:

- The War Between the North and South (land and sea)
- Emancipation Proclamation
- Battles of Gettysburg and Vicksburg

✏️ **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 6: will identify and analyze Brady photos to gain understanding of the Civil War.

✏️ **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 2: Students will take a virtual tour of Manassas or read more about the history of the battlefield.
- Lesson 3: Students will read excerpts from Civil War diaries.
- Lesson 5: Students will take a virtual tour of the Monitor to learn more about Lincoln's secret weapon.

Unit 14: Reconstruction and End of Year Review and Assessment

When the Civil War ended in 1865, slavery was over and the federal government controlled the reunited country. The war had taken a terrible toll. Reconstruction plans tried to deal with the tough problems, but tragic events and huge obstacles made it incredibly difficult.

- New Era, New President
- Executive Efforts and Legislative Labors
- Impeachment and Single-Minded Stevens and President Johnson on Trial

SCIENCE 5 COURSE OVERVIEW

In the Science 5 course, students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects gravity. Students will explore topics such as:

- **Water Resources**—water pollution; conservation; aquifers; watersheds; wetlands
- **The World's Oceans**—properties of ocean water; currents, waves, and tides; the ocean floor; marine organisms
- **Earth's Atmosphere**—layers; weather patterns, maps, and forecasts; fronts; El Niño; and the greenhouse effect
- **Forces of Motion**—types of pushes or pulls; position and speed; inertia; energy as a measure of work; gravity and motion
- **Chemistry**—structure of atoms; elements and compounds; the Periodic Table; chemical reactions; acids and bases
- **Cells and Cell Processes**—structure; membrane function; respiration and photosynthesis; growth cycles; genes and DNA
- **Taxonomy of Plants and Animals**—levels of classification; plants, animals, monerans, viruses, protists, and fungi
- **Animal Physiology**—circulatory, respiratory, digestive, excretory, and immune systems

Science Notebook: Using an organized system for keeping track of completed work is an important learning tool. In this notebook, you will store your student's completed work such as lab sheets, note-taking records, projects, etc. (3-ring binders are suggested). This notebook will also provide the student with an organized system for reviewing and preparing for unit and semester assessments.

The Portfolio: One of the most useful ways to document student learning and progress in Science is to compile a portfolio. The portfolio can be a second three-ring binder, or additional pockets or sections added in the back of the Science Notebook. The portfolio offers the following kinds of items as supplements to the notebook:

- Exceptional or favorite pieces of work
- Notes about the student's progress and experiences (include student self-reflection)
- Printed copies of completed assessments
- Photographs of students performing experiments
- Photographs of completed projects

ALP and Comprehensive Paths – Students on these academic paths will complete the optional lessons as assigned by their teacher.
ALP Path – Students on the ALP path will complete Beyond the Lesson and/or other custom learning activities as assigned by their teacher.

SCIENCE 5 COURSE OUTLINE

Unit 1: Water Resources
Students study water resources, make an aquifer, an amazing water treatment "plant," figure out how to clean up an oil spill, read topographic maps, and make a model of a watershed then add a wetland to the model.

- Identify the various sources of water, its uses, and different ways to conserve it
- Identify the typical steps that water-treatment plants go through to purify drinking water
- Describe how both natural processes and human activities affect water quality in watersheds
- Differentiate between *point source pollution* and *nonpoint source pollution*, and identify some ways by which they can both be reduced
- Identify and describe the different parts of a watershed
- Interpret a topographic map to identify the boundaries of a watershed
- Explain how a model of something differs from the real thing, but can be used to learn about the real thing
- Explain why wetlands are important to watersheds and how they can improve water quality
- **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:
  - Lesson 6: Students will make a 3-D model of a watershed and tell how knowledge of watershed drainage patterns is important to the environment.
  - Lesson 7: Students learn about wetlands and why they are important to the health of a watershed.
- **ALP**: Students on this path will complete the Beyond the Lesson activities:
  - Lesson 2: Students will complete the activity to conduct a survey about water conservation.

Unit 2: The World's Oceans
Students study the oceans of the world, learn about hydro-stations and experiment with salty layers, study ocean currents, waves, tides, and the ocean floor. They learn about life zones and **complete an ocean research project.**

- Explain that water covers approximately three-quarters of the Earth's surface and that, since all the earth's oceans are connected, their water circulates through them all
- Define *salinity* and explain how the density of ocean water changes as salinity levels and temperature change
- Describe the movements of both the ocean's surface currents and its deep-water currents
- Explain how ocean waves form, identify their properties (such as height, length, crest, and trough),and describe their motions
- Explain how the combined gravitational pull of the sun and moon causes daily high and low tides
- Explain that the monthly cycle of spring and neap tides results when the earth, sun, and moon change their relative positions
- Describe characteristics of ocean habitats, and explain how various organisms are adapted to living in them

- Explain that the continental margin extends into the ocean and has three regions: the continental shelf, the continental slope, and the continental rise
- Describe some major features of the ocean floor, such as abyssal plains, trenches, ridges, seamounts, and reefs
- Identify some devices scientists use to study the ocean, including submersibles, sonar, and satellites
- Identify some ocean resources, such as fish, oil, and minerals, and describe how each one is obtained

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 8: Students will be exposed to sophisticated ocean research tools as they learn about sonar, satellites and underwater research tools and facilities.

📝 **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 3: Students enjoy developing their measurement skills by playing ZlugQuest: Measurements in this interactive online game.

Unit 3: Earth's Atmosphere

Students explore atmospheric temperatures, air pressure and wind, demonstrate the Coriolis Effect, find relative humidity using household items, identify clouds types and track observations, forecast weather and create a weather map w/symbols, learn about world climates, and more.

- Describe some properties of the atmosphere, such as its composition, density, and pressure, and explain how air density is related to both temperature and pressure
- Identify the five layers of the atmosphere: troposphere, stratosphere, mesosphere, thermosphere, and exosphere
- Explain that the uneven heating of the earth's surface transfers heat through convection currents in the atmosphere
- Define humidity as the amount of water vapor in the air, and the dew point as the temperature at which the air cannot hold any more water vapor
- Explain how clouds form, and identify common weather patterns associated with different types of clouds
- Identify types of precipitation (rain, snow, sleet, and hail) and explain how each type forms
- Identify some sources of air pollution
- Identify the three main types of storms and describe the air movements that produce them
- Identify the four types of fronts (cold, warm, stationary, and occluded) and describe how air masses interact
- Interpret weather maps to forecast the weather1
- Distinguish between weather and climate, and describe some factors that influence climate (such as latitude, altitude, and ocean currents)
- Describe possible causes of climate changes (such as El Niño and the Greenhouse Effect) and their potential effects on climate

📝 **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lesson 3: Students enjoy developing their measurement skills by playing ZlugQuest: Measurements in this interactive online game. Students will also visit websites to learn the mechanics involved in cooling air in an air conditioner.
- Lesson 5: Students will learn about and discuss the effects of severe weather and the importance of being prepared.
- Lesson 8: Students will learn about greenhouse gases, and use their critical thinking skills to determine if and how they contribute to climate conditions on Earth.

Unit 4: Motion and Forces and Semester Assessment

Students explore motion and forces as they conduct experiments involving speed and calculating averages, investigate inertia, kinetic and potential energy, and make a working model of a water treatment plant.

- Plot the movement of an object across a surface as separate horizontal and vertical movements
- State that moving objects always travel in one direction with constant speed unless a force—a push or a pull—is applied to them
- Describe the *mass* of an object as a measure of how difficult it is to change the object's speed or direction

- Identify different pushes and pulls (spring-driven, muscular, wind-driven, magnetic, or electric) as forces that can change an object's speed and direction
- State that every push or pull on one thing causes a balancing push or pull in the other direction on something else, and demonstrate in some actual situations in which these two sides of any given force are always present
- Identify the forces that are in balance when an object's speed and direction stay constant
- State that *energy* is a measure of how much work an object, or set of objects, can do
- State that the total amount of energy in a system always remains constant
- Recognize that moving objects have energy (kinetic energy), and that the position of an object may give it the ability to do work (potential energy)
- Describe how levers change the effects of pushes and pulls
- Recognize that for an object to continue moving in a circle, a force must pull the object toward the center of the circle, and predict that if the force disappears, the object will continue to move in a straight line
- Recognize that objects are pulled toward the earth by a force known as *gravity*
- Recognize that, regardless of the mass of a falling object, its speed toward the ground increases at the same rate as that of any other object
- State that any two masses have a gravitational pull between them, but this pull is easily noticeable only if at least one mass is very large
- Recognize that the pull decreases as the masses move farther apart, and increases as the size of either mass increases
- Recognize that gravity causes the moon to orbit the earth and the planets to orbit the sun
- Recognize that gravity is the primary force that shapes everything from clusters of stars to enormous galaxies
- Describe how our attempt to understand gravity has led to changes in our understanding of our solar system, our galaxy, and even our universe

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 5: Students will perform simple tests to explore centripetal forces.
- Lesson 6: Students will investigate the force of gravity on Earth's surface.
- Lesson 7: Students will see how gravitation in our solar system is like the force that exists during circular motion.

📝 **ALP**: Students on this path will complete the Beyond the Lesson activities:

- Lessons 1 and 2: Students enjoy developing their measurement skills by playing ZlugQuest: Measurements in this interactive online game.

Unit 5: Chemistry

Students will learn about atoms and elements and discover what scientists know about particles that are too tiny to be seen. They will work with the periodic table, chemical reactions, organic and inorganic compounds, bases & acids, and create models.

- Explain that atoms are composed of a nucleus containing protons (with positive charge) and neutrons (with a neutral charge)
- Explain that negatively charged electrons move around the nucleus in paths called *shells*
- Describe a *compound* as a substance made of two or more elements
- Explain that the properties of a compound differ from the properties of the elements that make it up
- Recognize that each element is made of only one kind of atom
- Explain that all the elements are organized in the Periodic Table of the Elements according to their chemical properties
- Describe some properties of metals and nonmetals
- Identify some common elements and compounds by both their chemical symbols and their formulas
- Recognize that in chemical reactions, the original atoms rearrange themselves into new combinations, and that these new combinations have properties differing from those of the reacting compounds
- Write chemical equations to show what happens in a chemical reaction
- Use the pH scale to determine whether a solution is acidic or basic
- Recognize that compounds can be identified by chemical reactions

- Recognize that a wide variety of materials, and indeed living organisms, are often composed of just a few elements
- Explain that all chemical reactions require energy
- Describe how reaction rates increase with temperature, surface area, concentration, and the presence of a catalyst

Unit 6: Cells and Cell Processes

- Explain the major ideas of the cell theory
- Identify the major structures of cells, and describe their functions
- Compare plant and animal cells
- Explain that different types of substances move across the cell membrane by means of diffusion, osmosis, and carrier molecules
- Explain that plant cells store energy through photosynthesis, and that plant and animal cells release energy during respiration
- Explain that all cells have a cycle of growth, called *interphase*, and a cycle of division, called *mitosis*
- Identify the four stages of mitosis: prophase, metaphase, anaphase, and telophase
- Explain that all the information an organism needs to live and reproduce is contained in its DNA
- Explain that traits are passed from parents to offspring and are determined by a pair of genes, one of which comes from each parent

📝 **Comprehensive and ALP**: Students on these learning paths will challenge their skills and demonstrate their mastery by completing:

- Lesson 5: Students will explore the cell cycle: interphase, mitosis, and cytokinesis.
- Lesson 6: Students will learn about DNA, create a model, and observe real DNA in peas.
- Lesson 7: Students explore inherited traits, the role of genes, and learn to analyze how the forms of genes in parents affect the traits of their offspring.

Unit 7: Taxonomy of Plants and Animals

Students will explore different species of organisms and learn how scientists name and group all of the organisms on Earth.

- Recognize that living things are classified according to shared characteristics, and that there are seven major levels of classification: kingdom, phylum, class, order, family, genus, and species
- Name the five kingdoms (plants, animals, monerans, protists, and fungi) and identify some organisms from each
- Describe *vascular plants* as plants that have systems for transporting water, sugar, and minerals, whereas *nonvascular* plants lack these structures
- Explain how sugar, water, and minerals are transported in vascular plants
- Compare the common characteristics, adaptations, and life cycles of gymnosperms and angiosperms

Animal Physiology

Students learn about body systems and take an in-depth look at the systems that keep animals alive.

- Recognize that all body systems play a role in maintaining a constant internal environment
- Describe how the circulatory system transports oxygen/nutrients to cells while removing carbon dioxide and other wastes
- Recognize that many organisms have specialized structures for respiration, digestion, waste disposal, and immune response, and that these structures are responsible for the transportation of materials such as oxygen, carbon dioxide, and nutrients
- Explain how blood flows through the human heart
- Describe how the respiratory system exchanges carbon dioxide and oxygen in the lungs
- Put the various steps in digestion into correct order, describing the function of the mouth, esophagus, stomach, small intestine, large intestine, and liver
- Explain how the urinary system removes cellular waste from the blood, converts it to urine, and stores it in the bladder until the waste leaves the body
- Identify the types of organisms that can cause diseases and explain how they spread
- Describe ways in which the body's immune system recognizes and destroys pathogens

INTERMEDIATE ART - AMERICAN A COURSE OVERVIEW

Following the timeline of the 5th grade History course, Intermediate Art: American A will introduce students to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877.

- Study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings
- Investigate the arts of the American Indians, and Colonial and Federal America
- Create artworks inspired by works they learn about, using many materials and techniques—after studying John James Audubon's extraordinary paintings of birds, students make bird paintings with realistic color and texture, and they make weavings inspired by the colors and patterns of Navajo blankets

The Portfolio. Students will create a portfolio to store and protect their artworks and to document progress in the course. At the end of each unit, students will nee3d to gather the artwork created during that unit for the unit assessment.

The Sketchbook. Many lessons will encourage students to draw in a sketchbook, just as many professional artists do to record ideas and observations. Different types of books can serve as a sketchbook. Purchasing a sketchbook at an art supply store, or filling three-ring binder with loose paper are some ways to create a student sketchbook. Throughout this course, students will have the opportunity to draw in the sketchbook in Beyond the Lesson activities.

AMERICAN ART A COURSE OUTLINE

Unit 1: The Building Blocks of Art

- Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture
- Express reasons for preferring one work of art to another
- Identify and describe the difference between representational, abstract, and non-representational artworks
- Identify colors or color schemes in a work of art, such as primary, secondary, intermediate, complementary, warm, cool, and monochromatic
- Describe the purpose of an artist's sketchbook

Unit 2: Native Peoples of the North

- Describe characteristics of or facts about art of the American Indians of the north, such as Yup'ik finger masks, Eskimo serving dishes, and Northwest Coast totem poles
- Identify symmetry in artworks

Unit 3: Native Peoples of the Southwest

- Describe characteristics of or facts about art and architecture of the American Indians of the southwest, such as Southwest petroglyphs, Anasazi dwellings, Mimbres pottery, and Navajo weavings
- Describe events in the lives of Navajo weavers or characteristics of their art

Unit 4: Native Peoples of the East

- Describe characteristics of or facts about art of the American Indians of the east, such as Mound Builder ear spools and Woodland birch bark baskets

Unit 5: Native Peoples of the Plains

- Describe characteristics of or facts about art of the American Indians of the plains, such as a Plains shirt, Nez Perce mask, and a Dakota saddlebag

Unit 6: Early American Art for the Home

- Describe characteristics of or facts about early American art for the home, such as a sampler by Anna Bateman, a Pennsylvania Dutch decorated chest, Captain Samuel Chandler by Winthrop Chandler, and a stencil

Unit 7: America: Art for the New Nation

- Describe characteristics of or facts about American Post-Revolutionary art and architecture, such as The Staircase Group by Charles Willson Peale, American Flamingo by John James Audubon, the Massachusetts State House by Charles Bulfinch, The Torn Hat by Thomas Sully, and Minuteman by Daniel Chester French
- Describe events in the life of John James Audubon or characteristics of his art
- Identify ways Federal architects were inspired by Classical architecture

Unit 8: America: Untamed Territory

- Describe characteristics of or facts about American art of the 1800s, such as A View of the Mountain Pass Called the Notch of the White Mountains (Crawford Notch) by Thomas Cole; American Railroad Scene; Snow Bound by Currier and Ives; Rainmaking Among the Mandan by George Catlin; Thunder Storm on Narragansett Bay by Martin Johnson Heade; and a daguerreotype
- Describe events in the life of George Catlin or characteristics of his art
- Identify techniques artists use for showing the illusion of space in flat artwork

ELECTIVES

At CAVA, students in 5th grade will choose between two elective courses designed to enhance their learning beyond their required courses. Students, together with their learning coaches and teachers, will make choice between the elective courses offered for 5th grade.

Spotlight on Music

This interactive course offers student an immersive and interactive musical experience. Students will explore over 1300 interactive songs that are selected to get students moving, singing, and having fun. Some of the features of this highly interactive course include:

- Four sections divided into units and lessons
    - Key Concepts and Objectives
    - Music Theory Concepts
    - Performance Pieces
    - Seasonal and Celebratory lessons
- Rich and engaging instruction tools (interactive animation)
- Multiple interactive assets (streaming audio and video)
- Optional guitar and recorder lessons
- Improvisational skills practice
- Performance opportunities
- Music theory and composition skills
- Ear training activities
- Opportunities to make cross-curricular connections

World Language

Elementary world language programs are provided through Middlebury Interactive. Students can choose from Elementary Spanish, Elementary French, Elementary German, or Elementary Latin. The world language programs are designed to be fun and friendly, while exposing students to new languages and cultures. These courses are intended to spark interest fur future studies and expose them to the foundational steps of learning another language.

World language courses are not supported by your teacher. As such, academic credit will not be awarded, nor will world language appear for a grade on the student's official school report card or transcript.

Physical Education*:* Student is assigned 200 minutes of physical activity every 10 school days. PE activities must be "conducive to health and vigor of body and mind." Logs of specific PE activities will be collected each learning period by your teacher.

Offline Student Work: Student is required to regularly submit authentic work from each course in which he/she is enrolled, including Math, Language Arts (all strands), Science, History, Art/Music, and PE. Work submissions should represent the student's best work, and must be assigned on this assignment sheet. Student work will be collected and evaluated by your teacher on a frequent and regular basis to ensure student achievement and progression toward goals.

COMMON CORE STATE STANDARDS

CAVA's 5th Grade Common Core Report Card Standards	
CCSS #	Language Arts
	Reading: Literature
RL.5.3	Compares and contrasts characters, settings, or events using specific details
RL.5.9	Compares and contrasts stories in the same genre
	Reading: Informational Text
RI.5.3	Explains the relationships between two or more individuals, events, ideas, or concepts using specific information
RI.5.4	Determine the meaning of academic vocabulary and phrases in a text
RI.5.5	Compares and contrasts information in two or more texts
	Reading: Foundational Skills
RF.5.3	Knows and applies phonics and word analysis skills in decoding words both in isolation and in text
RF.5.4	Reads grade level text with sufficient accuracy and fluency to support comprehension
	Writing
W.5.1	Creates opinion pieces
W.5.2	Creates informative/explanatory texts
W.5.3	Creates narratives
	Speaking & Listening
SL.5.1	Participates in collaborative conversations about topics and texts with peers and adults in small and larger groups
SL.5.4	Plans and delivers an informative/explanatory presentation on a topic
	Language
L.5.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
L.5.2	Demonstrates command of conventions of standard English capitalization, punctuation, and spelling when writing
L.5.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases
L.5.5	Acquires and uses accurately grade-appropriate vocabulary
CCSS #	Mathematics
	Mathematics: Operations and Algebraic Thinking
5.OA.A.1-2	Writes and interprets numerical expressions
5.OA.B3	Analyzes patterns and relationships
	Mathematics: Number and Operations in Base Ten
5.NBT.A.1	Understands the place-value system
5.NBT.A.3	Understands how to read, write and compare decimals to the thousandths

5.NBT.B.7.1	Applies and extends previous understandings of addition, subtraction, to add and subtract decimals
5.NBT.B.7.2-3	Applies and extends previous understandings of multiplication and division to multiple and divide decimals
	Mathematics: Fractions
5.NF.A.1-1	Uses equivalent fractions as a strategy to add and subtract fractions
5.NF.B.4	Applies and extends previous understandings of multiplication to multiply fractions
5.NF.B.7	Applies and extends previous understandings of division to divide fractions
	Mathematics: Measurement/Data
5.MD.A.1	Converts like measurement units within a given measurement system
5.MD.B.2	Represents and interprets data
5.MD.C.3-5	Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition
	Mathematics: Geometry
5.G.A.1-2	Graphs points on the coordinate plane to solve real-world and mathematical problems
5.G.B.3-4	Classifies two-dimensional figures into categories based on their properties
CCSS #	Science
S.5.1	Clearly distinguishes between molecules and atoms and chemical compounds and mixtures and the organization of periodic table of elements
S.5.2	Demonstrates understanding of plant and animal internal structures and functions
S.5.3-5.4	Demonstrates understanding of the water cycle including factors that control clouds, precipitation and other weather phenomena
S.5.5	Demonstrates understanding of forces and the relationship between gravity and planetary orbits
S.5.6	Makes careful measurements, identify and correct errors, make predictions based on observation, prior knowledge, and logic, and gather/analyze data
CCSS #	History
H.5.1	Describes the major pre-Columbian settlements, customs, folklore, traditions, economies, systems of government, and geography and environment of the cliff dwellers, pueblo people, American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples
H.5.2	Traces the routes of the early explorers and describe the early explorations of the Americas
H.5.3	Describes and explains the cooperation and conflict among the American Indians/Indian nations and the new settlers
H.5.4	Demonstrates understanding of the political, religious, social, and economic institutions and influences of the colonial era
H.5.5	Explains the causes of the American Revolution and understands the signification of the political, religious, and economic ideas and interests brought about by Revolution, including the impact of key individuals during this period
H.5.6	Understands, explains, and describes the course and consequences of the American Revolution

H.5.7	Understands, explains, describes, and discusses the people and events associated with the development of the U.S. Constitution and be able to analyze the Constitution's signification as the foundation of the American Republic
H.5.8	Traces the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, and explains and discusses the role of economic incentives, effects of the physical and political geography, and transportation systems
H.5.9	Knows the location of the current 50 states and is able to name each state and its capital

Live Instruction

CAVA offers students many opportunities for learning. One such opportunity comes in the form of live instruction. Live instruction is assigned to students in all grade levels and is provided by a credentialed CAVA teacher. This is in conjunction with the instructional support that is being provided by the student's Learning Coach. In most cases, CAVA's live instruction will be provided primarily by the student's homeroom teacher. Each student's individual schedule may vary depending on grade, assessment scores, teacher assignment etc. however, all students will receive some portion of the core course offerings based on the day by day and grade level breakdown below. CAVA adheres to the minimum daily instructional time requirements recommended by the State of California. However, increased daily instructional time may be necessary to meet the individual needs of each student.
While students will be receiving individualized plans for learning and may participate in a variety of instruction provided by their teacher, the schedule below demonstrates the live instruction in Common Core State Standards (CCSS) for English language arts (ELA) and math, (and in Science for grade 5) that is offered by grade level during fixed teaching blocks. The remaining courses and times in which live instruction will be offered will be determined by each student's homeroom teacher. All students will have their assigned classes notated on their quarterly ILP (Individualized Learning Plan).

Note: English Language Arts (ELA) is comprised of multiple components that can vary from grade level to grade level. In addition to a potential calendar time, circle time, or group reading time, the following are components of CAVA's Language Arts program.

Grade 5: Literature, Vocabulary, Spelling, GUM, Composition

Grade 5 Schedule					
TIME	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**Friday**
9:00 AM	**Math Group 1**	**Math Group 2**	**Math Group 1**	**Math Group 2**	**Science 5 (9:00-10:30)**
9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM	**ELA Group 1**	**ELA Group 2**	**ELA Group 1**	**ELA Group 2**	
11:30 AM					
12:00 PM					
12:30 PM					