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| Student Name: | | |
| Unit 1: Early American History | Unit 2: Europe | Unit 3: Body Systems |
| Students study Early American History from the age of the explorers to the Colonial period through the formation of our government after the Revolutionary War. We emphasize the thinking skills of point of view, cause and effect, finding evidence and summarizing . Students explore applications of risk taking, persistence, deliberativeness and attending in learning about famous early Americans. The science component in this unit is a study of electricity . Students learn how to write research reports and personal narratives while reading and studying early American biographies and historical fiction as a component of the reading program. Students apply the skills of self-directed learners and community contributors to self-selected service projects. | Through a study of European culture , past and present, students practice the skills of effective communicators and collaborative workers in a culturally diverse society. Students explore the geography and history of Europe, focusing on how ancient European culture has influenced our lives today. Students practice the behaviors of originality, fluency and flexibility by studying art, architecture and literature of the Middle Ages. We emphasize the thinking skills of analysis, problem solving and evaluation through creative writing activities, novel studies, and country reports. The science component in the unit is matter and chemistry . The students participate in a novel study of <u>Number the Stars</u> as a component of their reading program. | Students learn about the various systems of the human body including the circulatory, skeletal, nervous, muscular and digestive systems. We emphasize the thinking skill of decision making as students consider healthy choices related to their own lives. As a component of the reading program, students study realistic fiction and participate in a Reader's Workshop where the theme of challenges is developed. Students apply the skills of complex thinkers and quality producers as they develop personal wellness plans. |
| Comments: | Comments: | Comments: |

OUTCOMES AND INDICATORS: GRADE FIVE

+ = Exceeds expectations ✓ = Meets expectations – = Needs improvement ☐ Not Evaluated

| | 1 | 2 | 3 | | 1 | 2 | 3 |
|--|---|---|---|---|---|---|---|
| SELF-DIRECTED LEARNER | | | | QUALITY PRODUCER | | | |
| Works independently | | | | Sets and achieves high standards | | | |
| Follows directions | | | | Creates aesthetically pleasing products | | | |
| Completes work on time (classwork/homework) | | | | Demonstrates originality | | | |
| Stays on task | | | | Demonstrates proficiency in using a variety of materials | | | |
| COLLABORATIVE WORKER | | | | EFFECTIVE COMMUNICATOR | | | |
| Works well with others | | | | Clearly communicates ideas in writing | | | |
| Cooperates | | | | Uses a variety of presentation forms, i.e., visual, musical, dramatic | | | |
| Respects rights and properties of others | | | | Applies technology as a communication tool | | | |
| Practices self-discipline | | | | Adapts to diverse audiences | | | |
| COMMUNITY CONTRIBUTOR | | | | COMPLEX THINKER | | | |
| Participates in class activities | | | | Self-reflects | | | |
| Contributes to discussions | | | | Revises and refines | | | |
| Helps with service projects | | | | Applies thinking behaviors | | | |
| Cares for the classroom and school environment | | | | Applies thinking skills | | | |

1. Parent Signature _____

2. Parent Signature _____