

CURRICULUM STANDARDS ALIGNMENT

Grade 3 — Kansas Standards Benchmarks & Indicators

MODULE 1: TALKING TRASH

Science

Standard 1: Science as Inquiry – The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1 – The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing results with others.

Grade 3 Indicators

1. Asks questions that he/she can answer by investigating.
2. Plans and conducts a simple investigation.
3. Employs appropriate equipment, tools, and safety procedures to gather data.
4. Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students.

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 1 – The student will develop skills to describe objects.

Grade 3 Indicators

1. Observes properties of objects and measures those properties using appropriate tools.
2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 3 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 3 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Standard 7: History and Nature of Science – The student will experience some things about scientific inquiry and learn about people from history.

Benchmark 1 – The student will develop awareness that people practice science.

Grade 3 Indicators

1. Recognizes that students participate in science inquiry by asking questions.



► CURRICULUM STANDARDS ALIGNMENT

GRADE 3

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 3 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 3 Indicators

1. Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including titles, labels, categories, and whole number intervals using data displays.
2. Collects data using different techniques and explains the results.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3 – The student writes technical text using the writing process.

Grade 3 Indicators

10. Begins to write with an awareness of purpose and audience.
11. Attempts to write with authority so the voice is not distracting.
12. Chooses words that are accurate and makes the message clear.
14. Writes compact sentences or phrases that make the point clear.

MODULE 2: BREAK IT DOWN

Science

Standard 1: Science as Inquiry – The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1 – The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing results with others.

Grade 3 Indicators

1. Asks questions that he/she can answer by investigating.
2. Plans and conducts a simple investigation.
3. Employs appropriate equipment, tools, and safety procedures to gather data.
4. Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students.

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.



► CURRICULUM STANDARDS ALIGNMENT

GRADE 3

Benchmark 1 – The student will develop skills to describe objects.

Grade 3 Indicators

1. Observes properties of objects and measures those properties using appropriate tools.
2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 3 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 3 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Standard 7: History and Nature of Science – The student will experience some things about scientific inquiry and learn about people from history.

Benchmark 1 – The student will develop awareness that people practice science.

Grade 3 Indicators

1. Recognizes that students participate in science inquiry by asking questions.

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 3 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 3 Indicators

2. Collects data using different techniques and explains the results.

MODULE 3: THIS IS MY LIFE

Science

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.



► CURRICULUM STANDARDS ALIGNMENT

GRADE 3

Benchmark 1 – The student will develop skills to describe objects.

Grade 3 Indicators

2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 3 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 3 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1 – The student writes narrative text using the writing process.

Grade 3 Indicators

2. Practices writing by using personal experience, observations, prior knowledge.
10. Chooses words and phrases appropriate for purpose and audience.

Benchmark 2 – The student writes expository text using the writing process.

Grade 3 Indicators

3. Writes by using personal experience and observations. Begins to incorporate information from varied resources and formally recognizes source.
4. Expresses information in own words and uses details and complete sentences.
14. Chooses words and phrases appropriate for purpose and audience.

Reading

Standard 1: Reading – The student reads and comprehends text across the curriculum.

Benchmark 4 – The student comprehends a variety of texts

Grade 3 Indicators

3. Uses prior knowledge and content to make, revise, and confirm predictions.
4. Generates and responds logically to literal, inferential and critical thinking questions before, during, and after reading the text.
5. Uses information from the text to make inferences and draw conclusions.
6. Identifies text structure.
9. Links causes and effects in appropriate-level narrative and expository texts.

Standard 2: Literature – The student responds to a variety of text.

Benchmark 1 – The student uses literary concepts to interpret and respond to text.

Grade 3 Indicators

1. Identifies and describes characters' physical traits, basic personality traits and actions.
2. Identifies and describes the setting of the story or literary text.



MODULE 4: GET READY TO RUMBLE

Science

Standard 1: Science as Inquiry – The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1 – The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing results with others.

Grade 3 Indicators

1. Asks questions that he/she can answer by investigating.
2. Plans and conducts a simple investigation.
3. Employs appropriate equipment, tools, and safety procedures to gather data.
4. Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students.

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 1 – The student will develop skills to describe objects.

Grade 3 Indicators

1. Observes properties of objects and measures those properties using appropriate tools.
2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 3 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 3 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situation.

Benchmark 2 – Measurement and Estimation – The students demonstrates an understanding of estimation and measurement using standard and non standard units of measure in a variety of situations.

Grade 3 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

► CURRICULUM STANDARDS ALIGNMENT

GRADE 3

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 3 Indicators

2. Collects data using different techniques and explains the results.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1 – The student writes narrative text using the writing process.

Grade 3 Indicators

2. Practices writing by using personal experience, observations, prior knowledge.
10. Chooses words and phrases appropriate for purpose and audience.



CURRICULUM STANDARDS ALIGNMENT

Grade 4 — Kansas Standards Benchmarks & Indicators

MODULE 1: TALKING TRASH

Science

Standard 1: Science as Inquiry – The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1 – The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing results with others.

Grade 4 Indicators

1. Asks questions that he/she can answer by investigating.
2. Plans and conducts a simple investigation.
3. Employs appropriate equipment, tools, and safety procedures to gather data.
4. Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students.

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 1 – The student will develop skills to describe objects.

Grade 4 Indicators

1. Observes properties of objects and measures those properties using appropriate tools.
2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 4 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 4 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Standard 7: History and Nature of Science – The student will experience some things about scientific inquiry and learn about people from history.

Benchmark 1 – The student will develop awareness that people practice science.

Grade 4 Indicators

1. Recognizes that students participate in science inquiry by asking questions.



Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 4 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 4 Indicators

1. Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including titles, labels, categories, and whole number intervals using data displays.
2. Collects data using different techniques and explains the results.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3 – The student writes technical text using the writing process.

Grade 4 Indicators

10. Writes with an awareness of purpose and audience.
11. Attempts to write with authority so the voice is not distracting.
12. Selects words that convey the writer’s message clearly and precisely.

MODULE 2: BREAK IT DOWN

Science

Standard 1: Science as Inquiry – The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1 – The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing results with others.

Grade 4 Indicators

1. Asks questions that he/she can answer by investigating.
2. Plans and conducts a simple investigation.
3. Employs appropriate equipment, tools, and safety procedures to gather data.
4. Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students.

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

► CURRICULUM STANDARDS ALIGNMENT

GRADE 4

Benchmark 1 – The student will develop skills to describe objects.

Grade 4 Indicators

1. Observes properties of objects and measures those properties using appropriate tools.
2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 4 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 4 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Standard 7: History and Nature of Science – The student will experience some things about scientific inquiry and learn about people from history.

Benchmark 1 – The student will develop awareness that people practice science.

Grade 4 Indicators

1. Recognizes that students participate in science inquiry by asking questions.

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 4 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 4 Indicators

2. Collects data using different techniques and explains the results.

MODULE 3: THIS IS MY LIFE

Science

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.



► CURRICULUM STANDARDS ALIGNMENT

GRADE 4

Benchmark 1 – The student will develop skills to describe objects.

Grade 4 Indicators

2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 4 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 4 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1 – The student writes narrative text using the writing process.

Grade 4 Indicators

2. Writes using personal experience, observations, personal experience.
10. Chooses words and phrases appropriate for purpose and audience.

Benchmark 2 – The student writes expository text using the writing process.

Grade 4 Indicators

3. Writes by using personal experience and observations, begins to incorporate information from varied resources, and formally recognizes source.
4. Expresses information in own words and uses appropriate details and in simple and complete sentences.
14. Chooses words and phrases appropriate for purpose and audience.

Reading

Standard 1: Reading – The student reads and comprehends text across the curriculum.

Benchmark 4 – The student comprehends a variety of texts.

Grade 4 Indicators

3. Uses prior knowledge and content to make, revise, and confirm predictions.
4. Generates and responds logically to literal, inferential, and critical thinking questions before, during and after reading a text.
5. Uses information from the text to make inferences and draw conclusions.
8. Links causes and effects in appropriate-level narrative and expository texts.

Standard 2: Literature – The student reads and comprehends text across the curriculum.

Benchmark 1 – The student comprehends a variety of texts.

Grade 4 Indicators

1. Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
2. Identifies and describes the setting of the story or literary text.



MODULE 4: GET READY TO RUMBLE

Science

Standard 1: Science as Inquiry – The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1 – The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing results with others.

Grade 4 Indicators

1. Asks questions that he/she can answer by investigating.
2. Plans and conducts a simple investigation.
3. Employs appropriate equipment, tools, and safety procedures to gather data.
4. Begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students.

Standard 2: Physical Science – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 1 – The student will develop skills to describe objects.

Grade 4 Indicators

1. Observes properties of objects and measures those properties using appropriate tools.
2. Describes and classifies objects by more than one property.

Standard 5: Science and Technology – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2 – The student will apply their understanding about science and technology.

Grade 4 Indicators

3. Works with others to solve problems.

Standard 6: Science in Personal and Environmental Perspectives – The student will demonstrate personal health and environmental practices.

Benchmark 2 – The student will demonstrate an awareness of changes in the environment.

Grade 4 Indicators

1. Defines pollution.
2. Develops personal actions to solve pollution problems in and around the neighborhood.
3. Practices reducing, reusing, and recycling.

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 4 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

► CURRICULUM STANDARDS ALIGNMENT

GRADE 4

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 4 Indicators

2. Collects data using different techniques and explains the results.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1 – The student writes narrative text using the writing process.

Grade 4 Indicators

2. Writes using personal experience, observations, and begins to incorporate researched information.
10. Chooses words and phrases appropriate for purpose and audience.

Benchmark 4 – The student writes persuasive text using the writing process.

Grade 4 Indicators

2. Writes using personal experience, observations, and begins to incorporate researched information
5. Begins to build an argument.
11. Writes to convey opinion and to convince the reader to agree with the author.



CURRICULUM STANDARDS ALIGNMENT

Grade 5 – Kansas Standards Benchmarks & Indicators

MODULE 1: TALKING TRASH

Science

Standard 1: Science as Inquiry – The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.

Benchmark 3 – The student will analyze how science advances through the interaction of new idea, scientific investigations, skepticism, and examinations of evidence of varied explanations.

Grade 5 Indicators

1. After completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.

Standard 3: Life Science– The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptation of organisms.

Benchmark 4 – The student will identify and relate interactions of populations of organisms within an ecosystem.

Grade 5 Indicators

1. Recognizes that all populations living together and the physical factors with which they interact compose an ecosystem.
3. Traces the energy flow from the sun to producers to consumers and decomposers in food webs.

Standard 5: Science and Technology – The student will demonstrate abilities of technological design and understandings about science and technology.

Benchmark 2 – The student will develop understandings of the similarities, differences, and relationships in science and technology.

Grade 5 Indicators

2. Evaluates benefits, risks, limitations and trade-offs of technological solutions.

Standard 6: Science in Personal and Environmental Perspectives – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.

Benchmark 2 – The student will understand the impact of human activity of resources and environment.

Grade 5 Indicators

1. Investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.

Standard 7: History and Nature of Science – The student will examine and develop an understanding of science as a historical human endeavor.

Benchmark 1 – The student will develop scientific habits of mind.

Grade 5 Indicators

1. Practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.



► CURRICULUM STANDARDS ALIGNMENT

GRADE 5

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 5 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 5 Indicators

1. Organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including titles, labels, categories, and whole number intervals using data displays.
2. Collects data using different techniques and explains the results.

Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3 – The student writes technical text using the writing process.

Grade 5 Indicators

10. Writes with an awareness of purpose and audience.
11. Writes with authority so the voice is not distracting.
12. Selects words that convey the writer’s message plainly and precisely.

MODULE 2: BREAK IT DOWN

Science

Standard 1: Science as Inquiry – The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.

Benchmark 3 – The student will analyze how science advances through the interaction of new idea, scientific investigations, skepticism, and examinations of evidence of varied explanations.

Grade 5 Indicators

1. After completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.

Standard 6: Science in Personal and Environmental Perspectives – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.

Benchmark 2 – The student will understand the impact of human activity of resources and environment.

Grade 5 Indicators

1. Investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.



► CURRICULUM STANDARDS ALIGNMENT

GRADE 5

Standard 7: History and Nature of Science – The student will examine and develop an understanding of science as a historical human endeavor.

Benchmark 1 – The student will develop scientific habits of mind.

Grade 5 Indicators

1. Practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 5 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 5 Indicators

2. Collects data using different techniques and explains the results.

MODULE 3: THIS IS MY LIFE

Science

Standard 5: Science and Technology – The student will demonstrate abilities of technological design and understandings about science and technology.

Benchmark 2 – The student will develop understandings of the similarities, differences, and relationships in science and technology.

Grade 5 Indicators

2. Evaluates benefits, risks, limitations and trade-offs of technological solutions.

Standard 6: Science in Personal and Environmental Perspectives – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.

Benchmark 2 – The student will understand the impact of human activity of resources and environment.

Grade 5 Indicators

1. Investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.

Standard 7: History and Nature of Science – The student will examine and develop an understanding of science as a historical human endeavor.

Benchmark 1 – The student will develop scientific habits of mind.

Grade 5 Indicators

1. Practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.



Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1 – The student writes narrative text using the writing process.

Grade 5 Indicators

2. Writes using personal experience, observations, personal experience.
10. Chooses words and phrases appropriate for purpose and audience.

Benchmark 2 – The student writes expository text using the writing process.

Grade 5 Indicators

3. Writes by using personal experience and observations, begins to incorporate information from varied resources and formally recognizes source.
4. Expresses information in own words and uses appropriate details and in simple and complete sentences.
14. Chooses words and phrases appropriate for purpose and audience.

Reading

Standard 1: Reading – The student reads and comprehends text across the curriculum.

Benchmark 4 – The student comprehends a variety of texts.

Grade 5 Indicators

3. Uses prior knowledge and content to make, revise, and confirm predictions.
4. Generates and responds logically to literal, inferential, and critical thinking questions before, during and after reading a text.
5. Uses information from the text to make inferences and draw conclusions.
8. Links causes and effects in appropriate-level narrative and expository texts, and identifies signal words related to cause-effect relationships.

Standard 2: Literature – The student responds to a variety of text.

Benchmark 1 – The student uses literacy concepts to interpret and respond to text.

Grade 5 Indicators

1. Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
2. Identifies and describes the setting and explains the importance of the setting to the story or literary text.
3. Identifies and describes the major conflict in a story and major events related to the conflict.

MODULE 4: GET READY TO RUMBLE

Science

Standard 1: Science as Inquiry – The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.

Benchmark 3 – The student will analyze how science advances through the interaction of new idea, scientific investigations, skepticism, and examinations of evidence of varied explanations.

Grade 5 Indicators

1. After completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.

► CURRICULUM STANDARDS ALIGNMENT

GRADE 5

Standard 3: Life Science– The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptation of organisms.

Benchmark 4 – The student will identify and relate interactions of populations of organisms within an ecosystem.

Grade 5 Indicators

1. Recognizes that all populations living together and the physical factors with which they interact compose an ecosystem.
3. Traces the energy flow from the sun to producers to consumers and decomposers in food webs.

Standard 5: Science and Technology – The student will demonstrate abilities of technological design and understandings about science and technology.

Benchmark 2 – The student will develop understandings of the similarities, differences, and relationships in science and technology.

Grade 5 Indicators

2. Evaluates benefits, risks, limitations and trade-offs of technological solutions.

Standard 6: Science in Personal and Environmental Perspectives – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.

Benchmark 2 – The student will understand the impact of human activity of resources and environment.

Grade 5 Indicators

1. Investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.

Math

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2 – Measurement and Estimation – The student demonstrates an understanding of estimation and measurement using standard and nonstandard units of measure in a variety of situations.

Grade 5 Indicators

1. Uses whole number approximations (estimations) for length, width, weight, volume, temperature, time and perimeter using standard and nonstandard units of measure.

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 2 – Statistics – The student demonstrates an understanding of data sets in a variety of situations.

Grade 5 Indicators

2. Collects data using different techniques and explains the results.



Writing

Standard 1: Writing – The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1 – The student writes narrative text using the writing process.

Grade 5 Indicators

2. Writes using personal experience, observations, and begins to incorporate researched information.
10. Chooses words and phrases appropriate for purpose and audience.

Benchmark 4 – The student writes persuasive text using the writing process.

Grade 5 Indicators

2. Writes using personal experience, observations, and begins to incorporate researched information.
5. Begins to build a focused argument.
11. Writes to convey opinion and to convince the reader to agree with the author.