

Student Information		School Information	
Student Name	Gh XYblzGUa d'Y	School	Bloomfield Hills Middle Sc
Student Id	Gh XYbh-8	Principal	Randy English
Track	BHMS 14/15	School Phone	248-341-6000
Grade	5	School Address	4200 W. Quarton Road
Counselor	Flevaris, Anthony		Bloomfield Hills, MI 48302

**To the Parent or Guardian of:**

**GUa d'Y Gh XYbh**  
**%&' ( 'A Ujb'GfYYh**  
**<ca Y'Hck b, MI 48302**

**TERMS**

S1M Semester 1 Middle School (9/2 - 1/2)  
 S2M Semester 2 Middle School (1/26 - 5/26)

Attendance	S1M	S2M		
Days Enrolled	88	91		
Days Absent	2	0		
Days Tardy	0	0		

"W" - Within Grade Level Expectations  
 "N" - Needs More Practice  
 "-" - Not Assessed

5th Gr ELA Language Gignac, J	S1M	S2M
<b>Standards</b>		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
Explain the function of conjunctions, prepositions, & interjections in general & their function in particular sentences. L.5.1a		
Form & use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. L.5.1b		
Use verb tense to convey various times, sequences, states, & conditions. L.5.1c		
Recognize & correct inappropriate shifts in verb tense. L.5.1d		
Use correlative conjunctions (e.g., either/or, neither/nor). L.5.1e		
Use punctuation to separate items in a series. L.5.2a		
Use a comma to separate an introductory element from the rest of the sentence. L.5.2b		
Use a comma to set off the words yes & no to set off a tag quest from the rest of the sentence etc. L.5.2c		
Use underlining, quotation marks, or italics to indicate titles of works. L.5.2d		
Spell grade-appropriate words correctly, consulting references as needed. L.5.2e		
<b>KNOWLEDGE OF LANGUAGE</b>		
Expand, combine, & reduce sentences for meaning, reader/listener interest, & style. L.5.3a		
Compare & contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3b		
<b>VOCABULARY ACQUISITION AND USE</b>		
Use context (e.g., cause/effect relationships & comparisons in text) as a clue to the meaning of a word or phrase. L.5.4a		
Use common, grade-appropriate Greek & Latin affixes & roots as clues to the meaning of a word. L.5.4b		
Consult reference materials, both print & digital, to find the pronunciation & determine or clarify etc. L.5.4c		
Interpret figurative language, including similes & metaphors, in context. L.5.5a		
Recognize & explain the meaning of common idioms, adages, & proverbs. L.5.5b		
Use the relationship between particular words to better understand each of the words. L.5.5c		
Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, etc. L.5.6		
<b>Notes</b>		

5th Gr ELA Language Gignac, J	S1M	S2M
<b>Notes</b>		
S1M: Semester 1 teacher typed notes may appear here.		
S2M: Semester 2 teacher typed notes may appear here.		
<b>5th Gr ELA Reading Gignac, J</b>		
<b>Standards</b>		
<b>KEY IDEAS &amp; DETAILS:</b>		
Refer to details & ex in a text when explaining what the text says explicitly & when drawing inferences from the text. RL.5.1		
Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.5.2		
Compare & contrast 2 or more characters, settings or events in a story or drama, drawing on specific details in the text. RL.5.3		
Quote accurately from a text when explaining what the text says explicitly & when drawing inferences from the text. RI.5.1		
Determine 2 or more main ideas of a text & explain how they are supported by key details; summarize the text. RI.5.2		
Explain the relationships or interactions between 2 or more indivs, events, ideas, or concepts etc. RI.5.3		
<b>CRAFT &amp; STRUCTURE:</b>		
Determine the meaning of words & phrases as they are used in a text, incl figurative lang such as metaphors & similes. RL.5.4		
Expl how a series of chapt, or scenes fits together to provide the overall structure of a particular story, etc. RL.5.5		
Describe how a narrator's or speaker's point of view influences how events are described. RL.5.6		
Determine the meaning of general academic & domain-specific words & phrases in a text etc. RI.5.4		
Compare & contrast the overall structure of events, ideas, concepts, or info. in 2 or more texts. RI.5.5		
Analyze multiple accounts of the same event or topic, noting impt similarities & diffs in the pt of view they represent. RI.5.6		
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS:</b>		
Analyze how visual & multimedia elements contribute to the meaning, tone, or beauty of a text. RL.5.7		
Compare & contrast stories in the same genre on their approaches to similar themes & topics. RL.5.9		
Draw on info from mult print or digital sources, demonstrating the ability to locate an answer to a question quickly etc. RI.5.7		

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5th Gr ELA Reading	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
Explain how an author uses reasons & evidence to support particular points in a text, identifying which reasons etc. RI.5.8	<input type="checkbox"/>	<input type="checkbox"/>
Integrate info. from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9	<input type="checkbox"/>	<input type="checkbox"/>
<b>RANGE OF READING &amp; LEVEL OF TEXT COMPLEXITY:</b>		
By the end of the year, read & comprehend lit, incl stories, etc, at the high end of the grades 4–5 text etc. RL.5.10	<input type="checkbox"/>	<input type="checkbox"/>
By the end of the year, read & compre info texts at the high end of the grades 4–5 text etc. RI.5.10	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHONICS &amp; WORD RECOGNITION:</b>		
Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology to read accurately etc. RF.5.3a	<input type="checkbox"/>	<input type="checkbox"/>
<b>FLUENCY:</b>		
Read grade-level text with purpose & understanding. RF.5.4a	<input type="checkbox"/>	<input type="checkbox"/>
Read grade-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings. RF.5.4b	<input type="checkbox"/>	<input type="checkbox"/>
Use context to confirm or self-correct word recognition & understanding, rereading as necessary. RF.5.4c	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1M: Semester 1 teacher typed notes may appear here.		
S2M: Semester 2 teacher typed notes may appear here.		

5th Gr ELA Speaking & Listening	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
<b>COMPREHENSION &amp; COLLABORATION</b>		
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation etc. SL.5.1a	<input type="checkbox"/>	<input type="checkbox"/>
Follow agreed-upon rules for discussions & carry out assigned roles. SL.5.1b	<input type="checkbox"/>	<input type="checkbox"/>
Pose & respond to specific questions by making comments that contribute to the discussion etc. SL.5.1c	<input type="checkbox"/>	<input type="checkbox"/>
Review the key ideas expressed & draw conclusions in light of info. & knowledge gained from the discussions. SL.5.1d	<input type="checkbox"/>	<input type="checkbox"/>
Summarize a written text read aloud or info. presented in diverse media & formats etc. SL.5.2	<input type="checkbox"/>	<input type="checkbox"/>
Summarize the points a speaker makes & explain how each claim is supported by reasons & evidence. SL.5.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRESENTATION OF KNOWLEDGE &amp; IDEAS</b>		
Report on a topic or text or present an opinion, sequencing ideas logically & using appropriate facts & relevant etc. SL.5.4	<input type="checkbox"/>	<input type="checkbox"/>
Include multimedia components & visual displays in presentations when appropriate to enhance etc. SL.5.5	<input type="checkbox"/>	<input type="checkbox"/>
Adapt speech to a variety of contexts & tasks, using formal English when appropriate to task & situation. SL.5.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1M: Semester 1 teacher typed notes may appear here.		
S2M: Semester 2 teacher typed notes may appear here.		

5th Gr ELA Writing	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
<b>TEXT TYPES &amp; PURPOSES</b>		
Introduce a topic or text clearly, state an opinion & create an org structure in which ideas are logically grouped etc. W.5.1a	<input type="checkbox"/>	<input type="checkbox"/>

5th Gr ELA Writing	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
Provide logically ordered reasons that are supported by facts & details. W.5.1b	<input type="checkbox"/>	<input type="checkbox"/>
Link opinion & reasons using words, phrases, & clauses. W.5.1c	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement or section related to the opinion presented. W.5.1d	<input type="checkbox"/>	<input type="checkbox"/>
Introduce a topic clearly, provide a general observation & focus & group related info. logically. W.5.2a	<input type="checkbox"/>	<input type="checkbox"/>
Develop the topic with facts, definitions, concrete details, quotations, or other info. & examples related to the topic. W.5.2b	<input type="checkbox"/>	<input type="checkbox"/>
Link ideas within & across categories of info. using words, phrases, & clauses. W.5.2c	<input type="checkbox"/>	<input type="checkbox"/>
Use precise language & domain-specific vocabulary to inform about or explain the topic. W.5.2d	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement or section related to the info. or explanation presented. W.5.2e	<input type="checkbox"/>	<input type="checkbox"/>
Orient the reader by establishing a situation & introducing a narrator &/or characters; organize an event sequence etc. W.5.3a	<input type="checkbox"/>	<input type="checkbox"/>
Use narrative techniques, such as dialogue, description, & pacing, to develop experiences & events etc. W.5.3b	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of transitional words, phrases, & clauses to manage the sequence of events. W.5.3c	<input type="checkbox"/>	<input type="checkbox"/>
Use concrete words & phrases & sensory details to convey experiences & events precisely. W.5.3d	<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from the narrated experiences or events. W.5.3e	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>		
Produce clear & coherent writing in which the development & organization are appropriate to task, purpose, & audience. W.5.4	<input type="checkbox"/>	<input type="checkbox"/>
With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, etc. W.5.5	<input type="checkbox"/>	<input type="checkbox"/>
With some guidance & support from adults, use technology, including the Internet, to produce & publish writing etc. W.5.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESEARCH TO BUILD &amp; PRESENT KNOWLEDGE</b>		
Conduct short research projects that use several sources to build knowledge through investigation of diff aspects etc. W.5.7	<input type="checkbox"/>	<input type="checkbox"/>
Recall relevant info. from exp or gather relevant info. from print & digital sources; summarize or paraphrase info. etc. W.5.8	<input type="checkbox"/>	<input type="checkbox"/>
Apply grade 5 Reading standards to literature. W.5.9a	<input type="checkbox"/>	<input type="checkbox"/>
Apply grade 5 Reading standards to informational texts. W.5.9b	<input type="checkbox"/>	<input type="checkbox"/>
<b>RANGE OF WRITING</b>		
Write routinely over extended time frames for a range of discipline-specific tasks, purposes, & audiences. W.5.10	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1M: Semester 1 teacher typed notes may appear here.		
S2M: Semester 2 teacher typed notes may appear here.		

5th Gr Foreign Language - S1	S1M	S2M
<b>Abundis-Cavrell, G</b>		
<b>Standards</b>		
<b>FIFTH GRADE UNIT 1: DESCRIBING MYSELF AND OTHERS</b>		
Describe physical and personality traits in written Spanish. 1.3.N.W.c	<input type="checkbox"/>	<input type="checkbox"/>

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5th Gr Foreign Language - S1	S1M	S2M
<b>Abundis-Cavrell, G</b>		
<b>Standards</b>		
Present a description of a classmate in Spanish. 1.3.N.S.b		
Write a description of another person in Spanish. 1.3.N.W.c, 1.3.N.S.b		
<b>FIFTH GRADE UNIT 2: MY BUSY SCHOOL DAY</b>		
Answer questions about time in written Spanish. 1.1.N.RW.h		
Express time using a digital or analog clock in Spanish. 1.2.N.L.b		
Identify time in Spanish. 1.2.N.L.a		
<b>Notes</b>		
S1M: Semester 1 teacher typed notes may appear here.		

5th Gr Foreign Language - S2	S1M	S2M
<b>Abundis-Cavrell, G</b>		
<b>Standards</b>		
<b>FIFTH GRADE UNIT 3: AROUND MY HOUSE</b>		
Compare common home styles in the US and Spanish speaking countries. 4.2.N.b		
Describe common rooms and furnishings in written Spanish. 1.3.N.W.a		
Identify common home areas and furnishings in Spanish. 1.2.N.L.a		
Present a description of a room in Spanish. 1.3.N.S.b		
<b>FIFTH GRADE UNIT 4: GOING OUT TO EAT WITH A LATIN FLAVOR</b>		
Identify and describe (in English) two authentic foods from the Spanish speaking world. 2.2.N.F.b		
Order food in Spanish. 1.1.N.SL.d		
Identify components of a table setting in Spanish. 1.2.N.R.a, 3.1.N.a		
<b>FIFTH GRADE UNIT 5: MY NEW CREATION/SPECIES</b>		
Identify human and animal body parts in Spanish. 1.2.N.R.a		
Describe a creature using body part vocabulary in Spanish. 1.3.N.S.b		
Write a description of a creature in Spanish. 1.3.N.W.c		
<b>Notes</b>		
S2M: Semester 2 teacher typed notes may appear here.		

5th Gr Math	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>		
Use parentheses, brackets, or braces in numerical expressions, & evaluate expressions with these symbols. 5.OA.A.1		
Write simple expressions that record calculations with numbers & interpret numerical expressions etc. 5.OA.A.2		
Generate 2 numerical patterns using 2 given rules. Identify apparent relationships between corresponding terms etc. 5.OA.B.3		
<b>NUMBER &amp; OPERATIONS IN BASE TEN</b>		
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents etc. 5.NBT.A.1		
Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 etc. 5.NBT.A.2		
Read & write decimals to thousandths using base-ten numerals, number names, & expanded form. 5.NBT.A.3a		

5th Gr Math	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
Compare 2 decimals to thousandths based on meanings of the digits in each place, using >, =, & < symbols etc. 5.NBT.A.3b		
Use place value understanding to round decimals to any place. 5.NBT.A.4		
Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT.B.5		
Find whole-number quotients of whole numbers with up to four-digit dividends & 2-digit divisors etc. 5.NBT.B.6		
Add, subtract, multiply, & divide decimals to hundredths, using concrete models or drawings etc. 5.NBT.B.7		
<b>NUMBER &amp; OPERATIONS - FRACTIONS</b>		
Add & subtract fractions with unlike denominators by replacing given fractions with equivalent fractions etc. 5.NF.A.1		
Solve word problems involving addition & subtraction of fractions referring to the same whole etc. 5.NF.A.2		
Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving etc. 5.NF.B.3		
Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently etc. 5.NF.B.4a		
Find area of a rectangle w fractional side lengths by tiling it w unit squares of the appropriate unit fraction etc. 5.NF.B.4b		
Interpret multiplication as scaling, by: Comparing the size of a product to the size of one factor on the basis etc. 5.NF.B.5a		
Interpret multiplication as scaling, by: Explaining why multiplying a given number by a fraction greater etc. 5.NF.B.5b		
Solve real world problems involving multiplication of fractions & mixed numbers. 5.NF.B.6		
Interpret division of a unit fraction by a non-zero whole number, & compute such quotients. 5.NF.B.7a		
Interpret division of a whole number by a unit fraction, & compute such quotients. 5.NF.B.7b		
Solve real world problems involving division of unit fractions by non-zero whole numbers & division etc. 5.NF.B.7c		
<b>MEASUREMENT &amp; DATA</b>		
Convert among different-sized std measurement units w/n a given measurement system etc. 5.MD.A.1		
Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions etc. 5.MD.B.2		
A cube with side length 1 unit can be used to measure volume. 5.MD.C.3a		
A solid figure which can be packed w/o gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 5.MD.C.3b		
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, & improvised units. 5.MD.C.4		
Find the volume of a rt rect prism with whole-number side lengths by packing it with unit cubes & show etc. 5.MD.C.5a		
Apply formulas V = l × w × h & V = b × h for rt prisms to find volumes of right rt prisms with whole-number edge etc. 5.MD.C.5b		
Recognize volume as additive. Find volumes of solid figures composed of 2 non-overlapping rt rectangular prisms etc. 5.MD.C.5c		
<b>GEOMETRY</b>		
Use a pair of perpendicular number lines, to define a coord system, with the intersection of the lines arranged etc. 5.G.A.1		
Rep. real world & math problems by graphing pts in 1st quadrant of the coord plane & interpret coord values etc.. 5.G.A.2		

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5th Gr Math	S1M	S2M
<b>Gignac, J</b>		
Standards		
Understand that attributes belonging to a category of 2D figures also belong to all subcategories of that category. 5.G.B.3		
Classify 2-dimensional figures in a hierarchy based on properties. 5.G.B.4		
Notes		
S1M: Semester 1 teacher typed notes may appear here.		
S2M: Semester 2 teacher typed notes may appear here.		
5th Gr Science	S1M	S2M
<b>Gignac, J</b>		
Standards		
<b>PHYSICAL SCIENCE</b>		
Distinguish between contact forces & non-contact forces. P.FM.05.21		
Demonstrate contact & non-contact forces to change the motion of an object. P.FM.05.22		
Describe what happens when 2 forces act on an object in the same or opposing directions. P.FM.05.31		
Describe how constant motion is the result of balanced (zero net) forces. P.FM.05.32		
Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force. P.FM.05.33		
Relate the size of change in motion to the strength of unbalanced forces & the mass of the object. P.FM.05.34		
Explain the motion of an object relative to its point of reference. P.FM.05.41		
Describe the motion of an object in terms of dist, time & direction as the object moves, etc. P.FM.05.42		
Illustrate how motion can be measured & represented on a graph. P.FM.05.43		
<b>LIFE SCIENCE</b>		
Identify the general purpose of selected animal systems. L.OL.05.41		
Explain how animal systems work together to perform selected activities. L.OL.05.42		
Explain that the traits of an individual are influenced by both the environment & the genetics of the individual. L.HE.05.11		
Distinguish between inherited & acquired traits. L.HE.05.12		
Explain how behavioral characteristics of animals help them to survive in their environment. L.EV.05.11		
Describe the physical characteristics (traits) of organisms that help them survive in their environment. L.EV.05.12		
Describe how fossils provide evidence about how living things & environmental conditions have changed. L.EV.05.13		
Analyze the relationship of environmental change & catastrophic events to species extinction. L.EV.05.14		
Relate degree of similarity in anatomical features to the classification of contemporary organisms. L.EV.05.21		
<b>EARTH SCIENCE</b>		
Demonstrate & explain seasons using a model. E.ES.05.61		
Explain how the revolution of the Earth around the sun defines a year. E.ES.05.62		
Design a model of the solar system that shows the relative order & scale of the planets, dwarf planets, comets etc. E.ST.05.11		
Describe the motion of planets & moons in terms of rotation on axis & orbits due to gravity. E.ST.05.21		

5th Gr Science	S1M	S2M
<b>Gignac, J</b>		
Standards		
Explain the phases of the moon. E.ST.05.22		
Explain the apparent motion of the stars(constellations) & the sun across the sky. E.ST.05.23		
Explain lunar & solar eclipses. E.ST.05.24		
Explain the tides of the oceans as they relate to the gravitational pull & orbit of the moon. E.ST.05.25		
Use the Scientific Inquiry process to pose questions & investigate the natural world. S.IA.05.11-15, S.RS.05.11-19		
Notes		
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5th Gr Social Studies	S1M	S2M
<b>Gignac, J</b>		
Standards		
<b>UNITED STATES HISTORY: BEGINNINGS TO 1620</b>		
Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, etc 5.U1.1.1		
Compare how American Indians in the desert Southwest & the Pacific Northwest adapted to or modified the environment. 5.U1.1.2		
Describe Eastern Woodland American Indian life with respect to governmental & family structures, trade, etc. 5.U1.1.3		
Explain the technological & political developments that made sea exploration possible. 5.U1.2.1		
Use case studies of indiv explorers & stories of life in Europe to compare the goals, obstacles, etc. 5.U1.2.2		
Use maps to locate the major regions of Africa. 5.U1.3.1		
Describe the life & cultural dev of people living in western Africa before 16th century w respect to economic etc. 5.U1.3.2		
Describe the convergence of Europeans, Am Indians & Africans in North America after 1492 etc. 5.U1.4.1		
Use primary & secondary sources to compare Europeans & Am Indians who converged in western hemisphere after 1492 etc. 5.U1.4.2		
Explain the impact of European contact on Am Indian cultures by comparing the diff approaches used by the British etc. 5.U1.4.3		
Describe the Columbian Exchange & its impact on Europeans, American Indians, & Africans. 5.U1.4.4		
<b>UNITED STATES HISTORY: COLONIZATION &amp; SETTLEMENT</b>		
Describe significant developments in the Southern colonies, including patterns of settlement & control etc. 5.U2.1.1		
Describe significant developments in the New England colonies, including patterns of settlement & control etc. 5.U2.1.2		
Describe significant dev in the Middle Colonies, including patterns of settlement & control, etc. 5.U2.1.3		
Compare the regional settlement patterns of the Southern colonies, New England, & the Middle Colonies 5.U2.1.4		
Describe Triangular Trade including, the trade routes, the people & goods that were traded, etc. 5.U2.2.1		
Describe the life of enslaved Africans & free Africans in the American colonies. 5.U2.2.2		
Describe how Africans living in North Am drew upon their African past & adapted elements of new cultures etc. 5.U2.2.3		

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<b>Gignac, J</b>		
<b>Standards</b>		
<b>UNITED STATES HISTORY: REVOLUTION &amp; THE NEW NATION</b>		
Locate the New England, Middle, & Southern colonies on a map. 5.U2.3.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe the daily life of people living in the New England, Middle, & Southern colonies. 5.U2.3.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe colonial life in America from the perspectives of at least 3 different groups of people. 5.U2.3.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the development of the emerging labor force in the colonies. 5.U2.3.4	<input type="checkbox"/>	<input type="checkbox"/>
Make generalizations about the reasons for regional differences in colonial America. 5.U2.3.5	<input type="checkbox"/>	<input type="checkbox"/>
Describe the role of the French & Indian War, how British policy toward the colonies in America chgd from 1763-1775 etc 5.U3.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe the causes & effects of events such as the Stamp Act, Boston Tea Party, etc. 5.U3.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Using an event from Rev era, explain how British & colonial views on authority & use of power w/o authority differed. 5.U3.1.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the role of the First & Second Continental Congress in unifying the colonies. 5.U3.1.4	<input type="checkbox"/>	<input type="checkbox"/>
Use the Decl of Indep to explain why colonists wanted to sep from Gt Britain & why they believed they had the rt. 5.U3.1.5	<input type="checkbox"/>	<input type="checkbox"/>
Identify the role that key indiv played in leading the colonists to revolution, including George Washington, etc. 5.U3.1.6	<input type="checkbox"/>	<input type="checkbox"/>
Describe how colonial experiences with self-gov't & ideas about gov't influenced the decision to declare independence. 5.U3.1.7	<input type="checkbox"/>	<input type="checkbox"/>
Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem etc. 5.U3.1.8	<input type="checkbox"/>	<input type="checkbox"/>
Describe the advantages & disadvantages of each side during the Am Revolution with respect to military leadership, etc. 5.U3.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe the importance of Valley Forge, Battle of Saratoga, & Battle of Yorktown in the American Revolution. 5.U3.2.2	<input type="checkbox"/>	<input type="checkbox"/>
Compare the role of women, African Americans, American Indians, & France in helping shape the outcome of the war. 5.U3.2.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the significance of the Treaty of Paris (establishment of the United States & its Boundaries). 5.U3.2.4	<input type="checkbox"/>	<input type="checkbox"/>
Describe the powers of the national government & state governments under the Articles of Confederation. 5.U3.3.1	<input type="checkbox"/>	<input type="checkbox"/>
Give examples of problems the country faced under the Articles of Confederation. 5.U3.3.2	<input type="checkbox"/>	<input type="checkbox"/>
Explain why the Constitutional Convention was convened & why the Constitution was written. 5.U3.3.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the issues over representation & slavery the Framers faced at the Constitutional Convention etc. 5.U3.3.4	<input type="checkbox"/>	<input type="checkbox"/>
Give reasons why the Framers wanted to limit the power of government. 5.U3.3.5	<input type="checkbox"/>	<input type="checkbox"/>
Describe the principle of federalism & how it is expressed through the sharing & distribution of power etc. 5.U3.3.6	<input type="checkbox"/>	<input type="checkbox"/>
Describe the concern about indiv rights & why the inclusion of a Bill of Rights was needed for ratification. 5.U3.3.7	<input type="checkbox"/>	<input type="checkbox"/>
Describe the rights found in the First, Second, Third, & Fourth Amendments to the United States Constitution. 5.U3.3.8	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: IDENTIFYING &amp; ANALYZING PUBLIC ISSUES</b>		

5th Gr Social Studies	S1M	S2M
<b>Gignac, J</b>		
<b>Standards</b>		
Identify contemp public issues related to the United States Constitution & their related factual, etc. 5.P3.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Use graphic data & other sources to analyze info. about a contemp public issue related to the US Constitution, etc. 5.P3.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Give ex of how conflicts over core dem values lead people to differ on contemporary constitutional issues in the US. 5.P3.1.3	<input type="checkbox"/>	<input type="checkbox"/>
Compose a short essay expressing a position on a contemp. public policy issue related to the Constitution, etc. 5.P3.3.1	<input type="checkbox"/>	<input type="checkbox"/>
Develop & implement an action plan & know how, when, & where to address or inform others about a public issue. 5.P4.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Participate in projects to help or inform others. 5.P4.2.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1M: Semester 1 teacher typed notes may appear here.		
S2M: Semester 2 teacher typed notes may appear here.		