

Miniboat Program Educational Standards Grade 5

Next Generation Science Standards- Washington and Oregon Standards

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-3. Make observations and measurements to identify materials based on their properties

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances

5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

ESS2.C: The Roles of Water in Earth's Surface Processes

ESS2.A: Earth Materials and Systems

Common Core Mathematics - Washington and Oregon Standards

MP.2 Reason abstractly and quantitatively. (5-LS2-1)

MP.4 Model with mathematics. (5-LS2-1)

5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)

5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)

5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.NBT.3 Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5.NBT.4 Use place value understanding to round decimals to any place.

5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions

5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

Common Core ELA/Literacy - Washington and Oregon Standards

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS1-1)

RI.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic, summarize the text

RI.5.6 Describe how a narrator or speaker's point of view influences how events are described.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes. Speak clearly at an understandable pace.

Social Studies/Geography/Economics/History - Washington State Standards

G3.5.1 Describe the impact of European Settlements on Native American Tribes

G3.5.3 Explain why environmental characteristics vary among different world regions.

G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

H1.5.2 Demonstrate how the following themes and developments help define eras in U.S. History from time immemorial to 1791

H2.5.2 Analyze and explain how people from various cultures and ethnic groups have shaped United States history.

H3.5.3 Describe how people's perspectives shaped the historical sources they created.

H4.5.1 Recognize and explain the significant historical events in the United States have implications for current decisions and influence the future.

H4.5.4 Use evidence to develop a claim about colonial America.

Social Science Standards - Oregon State Standards

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).

Multicultural Studies

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)

5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). (Civics)

5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends. (Geography)

5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact. (History)

5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (History)

5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).(History)

5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.
Geography

5.11 Describe how physical, human and political features influence events, movements, and adaptation to the environment.

Historical Knowledge

5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.

5.15 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.

5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).

5.20 Identify and examine the roles that American Indians had in the development of the United States.

Historical Thinking

5.23 Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.

5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.

5.25 Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences

5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.

Common Core Arts Standards - National

VA.Cr1.1.5a Combine ideas to generate an innovative idea for art-making

VA.CR2.1.5a Experiment and develop skills in multiple artmaking and approaches through practice

TH:Cr1.1.5c Imagine how a character's inner thoughts impact the story and given circumstances affect the story and given circumstances in a drama/theater work.

TH:Cr2.5a Devise original ideas for a drama/ theater work that reflect collective inquiry about characters and their given circumstances

TH:RE8.1.5 Explain Responses to characters based on cultural perspectives when participating or observing drama/theater work.

TH:Cn11.1.5a Investigate historical, global and social issues expressed in drama/theatre work.