

# Mountain School: Ecosystem Explorations and the Washington State Essential Academic Learning Requirements (EALRs) *from November 2002 version*

## Reading- Jan. 2004

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Reading Standard 1.</b> The student understands and uses different skills and strategies to read.</p> <p><b>Reading Objective 1.1</b> Use word recognition skills and strategies to read and comprehend text.</p>	<ul style="list-style-type: none"> <li>• Students read at grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Reading Standard 1.</b> The student understands and uses different skills and strategies to read.</p> <p><b>Reading Objective 1.2</b> Use vocabulary (word meaning) strategies to comprehend text.</p>	<ul style="list-style-type: none"> <li>• Apply a variety of strategies to comprehend words and ideas in complex text.               <ul style="list-style-type: none"> <li>○ Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Reading Standard 1.</b> The student understands and uses different skills and strategies to read.</p> <p><b>Reading Objective 1.3</b> Build vocabulary through wide reading.</p>	<ul style="list-style-type: none"> <li>• Understand and apply new vocabulary.               <ul style="list-style-type: none"> <li>○ Integrate new vocabulary from informational/ expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communications.</li> </ul> </li> <li>• Understand and apply content/academic vocabulary critical to the meaning of the text.               <ul style="list-style-type: none"> <li>○ Use new vocabulary in oral and written communication.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NATURE WRITING (M.S.)</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>

**Reading- Jan. 2004**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Reading Standard 2.</b> The student understands the meaning of what is read.</p> <p><b>Reading Objective 2.1</b> Demonstrate evidence of reading comprehension.</p>	<ul style="list-style-type: none"> <li>• Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.               <ul style="list-style-type: none"> <li>○ Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ANIMAL RESEARCH: “PUZZLING PEN PALS” (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Reading Standard 2.</b> The student understands the meaning of what is read.</p> <p><b>Reading Objective 2.2</b> Understand and apply knowledge of text components to comprehend text.</p>	<ul style="list-style-type: none"> <li>• Understand and analyze story elements.               <ul style="list-style-type: none"> <li>○ Identify the major action that defines the plot and how actions lead to conflict or resolution.</li> <li>○ Explain the influence of setting on character and plot.</li> <li>○ Identify the narrator and explain which point of view is used in the text.</li> <li>○ Explain how a story would change if a different character narrated it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>

## Reading- Jan. 2004

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Reading Standard 2.</b> The student understands the meaning of what is read.</p> <p><b>Reading Objective 2.3</b> Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	<ul style="list-style-type: none"> <li>• Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.               <ul style="list-style-type: none"> <li>○ Find similarities and differences within and between texts using text-based evidence.</li> </ul> </li> <li>• Analyze sources for information to a specific topic or for a specific purpose.               <ul style="list-style-type: none"> <li>○ Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, and/or schedules, to locate information on a specific topic or for a specific purpose.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> </ul>
<p><b>Reading Standard 3.</b> The student reads different materials for a variety of purposes.</p> <p><b>Reading Objective 3.1</b> Read to learn new information.</p>	<ul style="list-style-type: none"> <li>• Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.               <ul style="list-style-type: none"> <li>○ Locate, select, and use a variety of library and Internet materials appropriate to a task or best suited to investigate a topic.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> </ul>
<p><b>Reading Standard 4.</b> The student sets goals and evaluates progress to improve reading.</p> <p><b>Reading Objective 4.2</b> Develop interests and share reading experiences.</p>	<ul style="list-style-type: none"> <li>• Evaluate books and authors to share common literary experiences.               <ul style="list-style-type: none"> <li>○ Discuss common reading selections and experiences with others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>

## Writing- Nov. 2002

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Writing Standard 1.</b> The student writes clearly and effectively.</p> <p><b>Writing Objective 1.2</b> Use style appropriate to the audience and purpose.</p>	<ul style="list-style-type: none"> <li>Communicate own perspectives and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>NATURE WRITING (M.S.)</li> <li>ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Writing Standard 2.</b> The student writes in a variety of forms for different audiences and purposes.</p> <p><b>Writing Objective 2.1</b> Write for different audiences.</p>	<ul style="list-style-type: none"> <li>Write for self, teacher, or other personally known audience.</li> </ul>	<ul style="list-style-type: none"> <li>NATURE WRITING (M.S.)</li> <li>ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Writing Standard 2.</b> The student writes in a variety of forms for different audiences and purposes.</p> <p><b>Writing Objective 2.3</b> Write in a variety of forms.</p>	<ul style="list-style-type: none"> <li>Write in variety of forms and genres (narratives, journals, poems, essays, reports, stories, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>NATURE WRITING (M.S.)</li> <li>ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Writing Standard 3.</b> The student understands and uses the steps of the writing process.</p> <p><b>Writing Objective 3.1</b> Pre-write.</p>	<ul style="list-style-type: none"> <li>Use resources in schools, libraries, and community.</li> </ul>	<ul style="list-style-type: none"> <li>NATURE WRITING (M.S.)</li> <li>ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Writing Standard 3.</b> The student understands and uses the steps of the writing process.</p> <p><b>Writing Objective 3.2</b> Draft.</p>	<ul style="list-style-type: none"> <li>Write using own vocabulary, spelling, and drawings.</li> <li>Form complete phrases, sentences, and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>NATURE WRITING (M.S.)</li> <li>ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Writing Standard 3.</b> The student understands and uses the steps of the writing process.</p> <p><b>Writing Objective 3.5</b> Publish.</p>	<ul style="list-style-type: none"> <li>Select a display form and publishing options, such as a book or a poster.</li> </ul>	<ul style="list-style-type: none"> <li>ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>

## Writing and Communication- Nov. 2002

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Writing Standard 4.</b> The student analyzes and evaluates the effectiveness of written work.</p> <p><b>Writing Objective 4.2</b> Seek and offer feedback.</p>	<ul style="list-style-type: none"> <li>• Accept and employ feedback on own writing when appropriate.</li> <li>• Offer positive feedback on others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>• NATURE WRITING (M.S.)</li> </ul>
<p><b>Communication Standard 1.</b> The student uses listening and observation skills to gain understanding.</p> <p><b>Communication Objective 1.1</b> Focus attention.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Pay attention while others are talking.</li> <li>• Pay attention to oral stories, instructions, reports, assemblies, and daily announcements.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUTAIN SCHOOL ACITIVITIES-ongoing</li> </ul>
<p><b>Communication Standard 1.</b> The student uses listening and observation skills to gain understanding.</p> <p><b>Communication Objective 1.2</b> Listen and observe to gain and interpret information.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Recognize non-verbal communication.</li> <li>• Identify visual information such as from a science experiment.</li> <li>• Listen for, identify, and explain: main ideas, details fact versus opinion, and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUTAIN SCHOOL ACITIVITIES-ongoing</li> <li>• MOST MOUTAIN SCHOOL ACITIVITIES- ongoing</li> </ul>
<p><b>Communication Standard 1.</b> The student uses listening and observation skills to gain understanding.</p> <p><b>Communication Objective 1.3</b> Check for understanding by asking questions and paraphrasing.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Ask questions to clarify content and meaning, including who, what, why, when, where, and how.</li> <li>• Paraphrase information.</li> <li>• Select information and give opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• Each One Teach One Activities</li> <li>• MOST MOUTAIN SCHOOL ACITIVITIES- ongoing</li> </ul>

**Communication- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Communication Standard 2.</b> The student communicates ideas clearly and effectively.</p> <p><b>Communication Objective 2.1</b> Communicate clearly to a range of audiences for different purposes.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Communicate to teacher, small group, and class, for example, by tutoring or giving reports.</li> </ul>	<ul style="list-style-type: none"> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• NATURE WRITING (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• CLOSING CIRCLE (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> </ul>
<p><b>Communication Standard 2.</b> The student communicates ideas clearly and effectively.</p> <p><b>Communication Objective 2.2</b> Develop content and ideas.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Choose content, which relates to topic.</li> <li>• Select material from readily available sources.</li> <li>• Organize information in a sequential pattern (beginning, middle, end) using simple transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• MOUNTAIN SCHOOL MEMORIES (POST)</li> </ul>
<p><b>Communication Standard 2.</b> The student communicates ideas clearly and effectively.</p> <p><b>Communication Objective 2.3</b> Use effective delivery.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Speak at a volume and rate that enables others to follow.</li> <li>• Project voice well.</li> <li>• Speak fluently and expressively to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> </ul>

**Communication- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Cont'd.</b>  <b>Communication Standard 2.</b>                      The student communicates ideas clearly and effectively.</p> <p><b>Communication Objective 2.3</b>                      Use effective delivery.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Begin to use facial expressions and body language to convey a message or enhance an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• EVENING SKITS (M.S.)</li> </ul>
<p><b>Communication Standard 2.</b>                      The student communicates ideas clearly and effectively.</p> <p><b>Communication Objective 2.4</b>                      Use effective language and style.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Speak using standard grammar.</li> <li>• Use complete sentences.</li> <li>• Use age-appropriate vocabulary.</li> <li>• Use words and illustrations such as pictures or charts to create an effective presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Communication Standard 3.</b>                      The student uses communication strategies and skills to work effectively with others.</p> <p><b>Communication Objective 3.1</b>                      Use language to interact effectively and responsibly with others.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Demonstrate conversation skills.</li> <li>• Distinguish between types of speech such as a chat, a warning, or a joke.</li> <li>• Use language that is respectful of others' feelings and rights.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> </ul>
<p><b>Communication Standard 3.</b>                      The student uses communication strategies and skills to work effectively with others.</p> <p><b>Communication Objective 3.2</b>                      Work cooperatively as a member of a group.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Assume a variety of assigned roles within a group to perform a task.</li> <li>• Contribute to group with ideas and effort.</li> <li>• Respect others' feelings and right to participate in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• MOST MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> </ul>

**Communication and Mathematics- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Communication Standard 3.</b> The student uses communication strategies and skills to work effectively with others.</p> <p><b>Communication Objective 3.3</b> Seek agreement and solutions through discussion.</p>	<p><b>**Grade 4 Benchmarks for Communication Standards</b></p> <ul style="list-style-type: none"> <li>• Identify and share ideas and points of view.</li> <li>• Accept responsibility for personal actions.</li> <li>• Formulate ideas and identify possible alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• ALL MOUNTAIN SCHOOL ACTIVITES-ongoing</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Mathematics Standard 1.</b> The student understands and applies the concepts and procedures of mathematics.</p> <p><b>Mathematics Objective 1.1</b> Understand and apply concepts and procedures from number sense.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of whole and fractional numbers and place value in whole numbers using objects, pictures, or symbols.</li> <li>• Add, subtract, multiply, and divide whole numbers.</li> <li>• Use mental arithmetic, pencil and paper, or calculator as appropriate to the task involving whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> </ul>
<p><b>Mathematics Standard 1.</b> The student understands and applies the concepts and procedures of mathematics.</p> <p><b>Mathematics Objective 1.1</b> Understand and apply concepts and procedures from number sense.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Use directly measurable attributes such as length, perimeter, area, volume/capacity, angle, weight/mass, time, money, and temperature to describe and compare objects.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> </ul>



**Mathematics- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Mathematics Standard 1.</b> The student understands and applies the concepts and procedures of mathematics.</p> <p><b>Mathematics Objective 1.4</b> Understand and apply concepts and procedures from probability and statistics</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Collect data in an organized way.</li> <li>• Organize and display data in numerical and graphical forms such as tables, charts, pictographs, and bar graphs.</li> <li>• Identify how data can be used to support a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Mathematics Standard 2.</b> The student uses mathematics to define and solve problems.</p> <p><b>Mathematics Objective 2.1</b> Investigate situations.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Search for patterns in simple situations.</li> </ul>	<ul style="list-style-type: none"> <li>• WEB OF LIFE (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> </ul>
<p><b>Mathematics Standard 2.</b> The student uses mathematics to define and solve problems.</p> <p><b>Mathematics Objective 2.3</b> Construct solutions.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Organize relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Mathematics Standard 3.</b> The student uses mathematical reasoning.</p> <p><b>Mathematics Objective 3.3</b> Draw conclusions and verify results.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Check for reasonableness of results.</li> <li>• Reflect on and evaluate procedures and results in familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>

<p><b>Mathematics Standard 4.</b> The student communicates knowledge and understanding in both everyday and mathematical language.</p> <p><b>Mathematics Objective 4.1</b> Gather Information.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Develop and follow a simple plan for collecting information.</li>   <li>• Use reading, listening, and observation to access and extract mathematical information from a variety of sources such as pictures, diagrams, physical models, classmates, oral narratives, and symbolic representations.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li>   <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> </ul>
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## Mathematics- Nov. 2002

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Mathematics Standard 5.</b> The student understands how mathematical ideas connect with mathematics, other subjects, and real-life situations.</p> <p><b>Mathematics Objective 5.3</b> Relate mathematical concepts and procedures to real-life situations.</p>	<p><b>**Grade 4 Benchmarks for Mathematics Standards</b></p> <ul style="list-style-type: none"> <li>• Give examples of how mathematics is used in everyday life.</li> <li>• Identify how mathematics is used in career settings.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> </ul>

**Science- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Science Standard 1.</b> The student understands and uses scientific concepts and principles.</p> <p><b>Science Objective 1.1</b> Use properties to identify, describe, and categorize substances, materials, and objects, and use characteristics to categorize living things.</p>	<ul style="list-style-type: none"> <li>• Use properties to sort natural and manufactured materials and objects, for example, size, weight, shape, color, texture, and hardness.</li> <li>• Observe and examine physical properties of earth materials, such as rocks and soil, water (as liquid, solid, and vapor) and the gases of the atmosphere.</li> <li>• Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups.</li> </ul>	<ul style="list-style-type: none"> <li>• GEOLOGY DETECTIVES (M.S)</li> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• GEOLOGY DETECTIVES (M.S)</li> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> </ul>
<p><b>Science Standard 1.</b> The student understands and uses scientific concepts and principles.</p> <p><b>Science Objective 1.2</b> Recognize the components, structure, and organization of systems and the interconnections within and among them.</p>	<ul style="list-style-type: none"> <li>• Identify the parts of a system, how the parts go together, and how they depend on each other.</li> </ul>	<ul style="list-style-type: none"> <li>• ECOSYSTEM ABCs—Abiotic (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• BUILD A TREE (M.S.)</li> <li>• “NOBODY’S EVER ALONE IN THE FOREST“- A PLAY ABOUT FOREST ECOLOGY (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• EVERY TREE FOR ITSELF! (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>

**Science- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Cont'd.</b>  <b>Science Standard 1.</b>                      The student understands and uses scientific concepts and principles.</p> <p><b>Science Objective 1.2</b>                      Recognize the components, structure, and organization of systems and the interconnections within and among them.</p>	<p><b>Cont'd.</b></p> <ul style="list-style-type: none"> <li>• Identify the parts of a system, how the parts go together, and how they depend on each other.</li>   <li>• Understand that energy keeps things running and comes in many forms.</li>   <li>• Know that energy can be transferred between various forms.</li>   <li>• Know that matter can undergo changes of state, such as evaporation, condensation, or freezing and thawing.</li>   <li>• Recognize that the earth is a spherical planet with a mainly solid interior and a surface composed of landforms, bodies of water, and an atmosphere.</li>   <li>• Describe the life cycles of plants and animals, and recognize the differences between inherited and acquired characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• CLOSING CIRCLE (M.S.)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li>   <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li>   <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li>   <li>• GEOLOGY DETECTIVES (M.S.)</li>   <li>• GEOLOGY DETECTIVES (M.S.)</li>   <li>• GEOLOGY DETECTIVES (M.S.)</li> </ul>
<p><b>Science Standard 1.</b>                      The student understands and uses scientific concepts and principles.</p> <p><b>Science Objective 1.3</b>                      Understand how interactions within and among systems cause changes in matter and energy.</p>	<ul style="list-style-type: none"> <li>• Identify processes that slowly change the surface of the earth such as erosion and weathering, and those that rapidly change the surface of the earth, such as landslides, volcanic eruptions, and earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>• CLASSROOM PRESENTATION (PRE)</li> <li>• EACH ONE TEACH ONE- ABIOTIC (M.S.)</li> <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• <i>NOBODY'S EVER ALONE IN THE FOREST</i> (M.S.)</li> </ul>

**Science- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Cont'd.</b>  <b>Science Standard 1.</b>                      The student understands and uses scientific concepts and principles.</p> <p><b>Science Objective 1.3</b>                      Understand how interactions within and among systems cause changes in matter and energy.</p>	<ul style="list-style-type: none"> <li>• Recognize that living things need constant energy supplied from food or light and that in ecosystem substances such as air, water, nutrients, and the chemicals in food are continually recycled.</li>   <li>• Describe how an organism's behavior and ability to survive is influenced by environment, other life forms, and the availability of food and/or other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• BUILD A TREE (M.S.)</li> <li>• "NOBODY'S EVER ALONE IN THE FOREST"- A PLAY ABOUT FOREST ECOLOGY (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li>   <li>• TOTEM ANIMAL FACTS (M.S.)</li> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• EACH ONE TEACH ONE- Abiotic (M.S.)</li> <li>• BUILD A TREE (M.S.)</li> <li>• "NOBODY'S EVER ALONE IN THE FOREST"- A PLAY ABOUT FOREST ECOLOGY (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• EVERY TREE FOR ITSELF! (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS"(POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>

**Science- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Cont'd.</b>  <b>Science Standard 1.</b>            The student understands and uses scientific concepts and principles.</p> <p><b>Science Objective 1.3</b>            Understand how interactions within and among systems cause changes in matter and energy.</p>	<ul style="list-style-type: none"> <li>• Know humans and other living things depend on the natural environment and can cause changes in their environment that affect their ability to survive.</li> </ul>	<ul style="list-style-type: none"> <li>• PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> <li>• TOTEM ANIMAL FACTS (M.S.)</li> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• BUILD A TREE (M.S.)</li> <li>• "NOBODY'S EVER ALONE IN THE FOREST"- A PLAY ABOUT FOREST ECOLOGY (M.S.)</li> <li>• PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>• EACH-ONE-TEACH-ONE: Biotic (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• EVERY TREE FOR ITSELF! (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Science Standard 2.</b>            The student knows and applies the skills and processes of science and technology.</p> <p><b>Science Objective 2.1</b>            Develop abilities necessary to do scientific inquiry,</p>	<ul style="list-style-type: none"> <li>• Ask questions about objects, organisms, and events in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• WEB OF LIFE (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• ANIMAL RESEARCH (POST)</li> </ul>

**Science- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Cont'd.</b>  <b>Science Standard 2.</b>                      The student knows and applies the skills and processes of science and technology.</p> <p><b>Science Objective 2.1</b>                      Develop abilities necessary to do scientific inquiry,</p>	<ul style="list-style-type: none"> <li>• Plan and conduct simple investigations, using appropriate tools, measures, and safety rules.</li>   <li>• Use data to construct reasonable explanations.</li>   <li>• Record and report observations, explanations, and conclusions using oral, written, and mathematical expression.</li> </ul>	<ul style="list-style-type: none"> <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li>   <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li>   <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• OLD GROWTH BIODIVERSITY (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Science Standard 2.</b>                      The student knows and applies the skills and processes of science and technology.</p> <p><b>Science Objective 2.2</b>                      Apply science knowledge and skills to solve problems or meet challenges.</p>	<ul style="list-style-type: none"> <li>• Identify problems found in familiar contexts in which science/technology can be or has been used to design solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> <li>• GEOLOGY DETECTIVES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Science Standard 3.</b>                      The student understands the nature and contexts of science and technology.</p> <p><b>Science Objective 3.1</b>                      Understand the nature of scientific inquiry.</p>	<ul style="list-style-type: none"> <li>• Understand that all scientific observations should be reported accurately even when they contradict expectations.</li>   <li>• Explain why similar investigations may not produce similar results.</li> </ul>	<ul style="list-style-type: none"> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li>   <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Science Standard 3.</b>                      The student understands the nature and contexts of science and technology.</p> <p><b>Science Objective 3.2</b>                      Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace.</p>	<ul style="list-style-type: none"> <li>• Know that science and technology have been practiced by all peoples throughout history.</li>   <li>• Recognize that people have invented tools for everyday life and for scientific investigations.</li>   <li>• Identify the knowledge and skills of science, mathematics, and technology used in common occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li>   <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li>   <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> </ul>



**Social Studies: History- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: History Standard 1.</b> The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.</p> <p><b>Social Studies: History Objective 1.1</b> Understand and analyze historical time and chronology.</p>	<ul style="list-style-type: none"> <li>Identify and analyze relationships between historical events.</li> </ul>	<ul style="list-style-type: none"> <li>GEOLOGY DETECTIVES (M.S.)</li> <li>“NOBODY’S EVER ALONE IN THE FOREST“- A PLAY ABOUT FOREST ECOLOGY (M.S.)</li> <li>PRODUCERS, CONSUMERS, AND DECOMPOSERS OH MY! (M.S.)</li> <li>WEB OF LIFE (M.S.)</li> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>
<p><b>Social Studies: History Standard 1.</b> The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.</p> <p><b>Social Studies: History Objective 1.2</b> Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.</p>	<ul style="list-style-type: none"> <li>Describe and compare patterns of life over time in the following historical periods: Indian cultures (prehistory to 1492), Worlds Meet: Western Europe, West Africa, the Americas, Settlement and Colonization (1607-1776), Revolution and Constitution (1754-1789), and U.S. Expansions (1776-1850).</li> <li>Describe similarities and differences between families, communities, and cultures past and present; describe similarities and differences in the ways families, communities, and cultures address human needs over time; describe ways in which stories, folktales, and the arts serve as expressions of cultures.</li> <li>Describe and compare patterns of life over time in Washington State including: Native cultures of Washington, Maritime and overland exploration and trade (1774-1849), Immigration, settlement, and interaction of cultures (1830-statehood).</li> </ul>	<ul style="list-style-type: none"> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>EVENING PROGRAMS- SKITS, SONGS, STORIES</li> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>EVENING PROGRAMS- SKITS, SONGS, STORIES</li> </ul>

**Social Studies: History- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: History Standard 1.</b> The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.</p> <p><b>Social Studies: History Objective 1.3</b> Examine the influence of culture on United States, world, and Washington State history.</p>	<ul style="list-style-type: none"> <li>• Describe the contributions of people from various cultural groups to the development of local, Washington State, and U.S. history.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• EVENING PROGRAMS- SKITS, SONGS, STORIES</li> </ul>
<p><b>Social Studies: History Standard 2.</b> The student understands the origin and impact of ideas and technological developments on history.</p> <p><b>Social Studies: History Objective 2.1</b> Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict (cross-reference with the themes and topics outlined under the United States, world, and Washington State history headings).</p>	<ul style="list-style-type: none"> <li>• Explain how an idea has affected the way people live.</li> </ul>	<ul style="list-style-type: none"> <li>• PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• EVENING PROGRAMS- SKITS, SONGS, STORIES</li> </ul>

**Social Studies: Geography - Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: Geography Standard 1.</b> The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.</p> <p><b>Social Studies: Geography Objective 1.1</b> Use and construct maps, charts, and other resources to gather and interpret geographic information.</p>	<ul style="list-style-type: none"> <li>Examine a variety of maps to describe basic mapping elements (Location).</li> </ul>	<ul style="list-style-type: none"> <li>SLIDESHOW AND PACKING DEMO (PRE)</li> <li>PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> </ul>
<p><b>Social Studies: Geography Standard 1.</b> The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.</p> <p><b>Social Studies: Geography Objective 1.1</b> Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.</p>	<ul style="list-style-type: none"> <li>Locate places, major physical features, and human spatial patterns using maps, globes, and other sources (Location, Place, Region).</li> </ul>	<ul style="list-style-type: none"> <li>SLIDESHOW AND PACKING DEMO (PRE)</li> <li>PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> </ul>
<p><b>Social Studies: Geography Standard 2.</b> The student understands the complex physical and human characteristics of places and regions.</p> <p><b>Social Studies: Geography Objective 2.1</b> Describe the natural characteristics of places and regions and explain the causes of their characteristics.</p>	<ul style="list-style-type: none"> <li>Observe and describe the physical characteristics of the local area and Washington State (Location, Region, Place).</li> </ul>	<ul style="list-style-type: none"> <li>GEOLOGY DETECTIVES (M.S.)</li> <li>OLD GROWTH BIODIVERSITY (M.S.)</li> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>

## Social Studies: Geography - Nov. 2002

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: Geography Standard 2.</b> The student understands the complex physical and human characteristics of places and regions.</p> <p><b>Social Studies: Geography Objective 2.2</b> Describe the patterns humans make on places and regions.</p>	<ul style="list-style-type: none"> <li>Observe and describe the human characteristics of the local area and Washington State (Location, Region, Place, Human/Environment Interaction).</li> </ul>	<ul style="list-style-type: none"> <li>PUGET SOUND ENERGY'S SCAVENGER HUNT (PRE)</li> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>
<p><b>Social Studies: Geography Standard 3.</b> The student observes and analyzes the interaction between people, the environment, and culture.</p> <p><b>Social Studies: Geography Objective 3.1</b> Identify and examine people's interaction with and impact on the environment.</p>	<ul style="list-style-type: none"> <li>Identify choices individuals have in how they interact with the environment (Human/Environment Interaction, Region).</li> </ul>	<ul style="list-style-type: none"> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>
<p><b>Social Studies: Geography Standard 3.</b> The student observes and analyzes the interaction between people, the environment, and culture.</p> <p><b>Social Studies: Geography Objective 3.2</b> Analyze how the environment and environmental changes affect people.</p>	<ul style="list-style-type: none"> <li>Describe how people adapt to their environment to meet basic human needs and concerns (Human/Environment Interaction, Region).</li> </ul>	<ul style="list-style-type: none"> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>
<p><b>Social Studies: Geography Standard 3.</b> The student observes and analyzes the interaction between people, the environment, and culture.</p> <p><b>Social Studies: Geography Objective 3.3</b> Examine cultural characteristics, transmission, diffusion, and interaction.</p>	<ul style="list-style-type: none"> <li>Know that people are born into societies that consist of different racial, ethnic, religious, and/or social groups (Location, Region, Place).</li> </ul>	<ul style="list-style-type: none"> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>

**Social Studies: Geography and Civics- Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Cont'd.</b>  <b>Social Studies: Geography Standard 3.</b>                      The student observes and analyzes the interaction between people, the environment, and culture.</p> <p><b>Social Studies: Geography Objective 3.3</b>                      Examine cultural characteristics, transmission, diffusion, and interaction.</p>	<ul style="list-style-type: none"> <li>• Identify the ways cultural traditions are expressed through artistic creations and use of the environment (Five Themes).</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> </ul>
<p><b>Social Studies: Civics Standard 1.</b>                      The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.</p> <p><b>Social Studies: Civics Objective 1.3</b>                      Examine representative government and citizen participation.</p>	<ul style="list-style-type: none"> <li>• Identify examples of rights and responsibilities of citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Social Studies: Civics Standard 4.</b>                      The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.</p> <p><b>Social Studies: Civics Objective 4.1</b>                      Understand individual rights and their accompanying responsibilities at the local, state, national, and international level.</p>	<ul style="list-style-type: none"> <li>• Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>

**Social Studies: Civics and Economics - Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: Civics Standard 4.</b> The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.</p> <p><b>Social Studies: Civics Objective 4.2</b> Identify and demonstrate rights of United States citizenship related to local, state, national, and international issues.</p>	<ul style="list-style-type: none"> <li>Participate in civic discussion pertaining to public issues at school and in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Social Studies: Civics Standard 4.</b> The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.</p> <p><b>Social Studies: Civics Objective 4.3</b> Explain how various stakeholders influence public policy.</p>	<ul style="list-style-type: none"> <li>Describe how one person can make a difference in school or the local community.</li> </ul>	<ul style="list-style-type: none"> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>CLOSING CIRCLE (M.S.)</li> </ul>
<p><b>Social Studies: Economics Standard 1.</b> The student understands the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.</p> <p><b>Social Studies: Economics Objective 1.1</b> Understand that condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.</p>	<ul style="list-style-type: none"> <li>Recognize that wants exceeding available resources implies alternative uses of the resources and forces individuals into making choices. Every choice has an associated opportunity cost in both a personal and community context.</li> </ul>	<ul style="list-style-type: none"> <li>SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>FOOD AND COMMUNITIES (M.S.)</li> <li>WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>

**Social Studies: Economics and Skills - Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: Economics Standard 2.</b> The student understands the essential characteristics of past and present economic systems.</p> <p><b>Social Studies: Economics Objective 2.4</b> Understand that investment in people, tools, and technology affect employment levels and standard of living.</p>	<ul style="list-style-type: none"> <li>• Explain how various forms of investment affect individuals and societies in neighborhoods, communities, and countries.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Social Studies: Skills Standard 1.</b> Inquiry and Information Skills</p> <p><b>Social Studies: Skills Objective 1.1e</b> Organize Information</p> <p><b>Objective 1.1f</b> Apply Information</p>	<ul style="list-style-type: none"> <li>• Locate data into graphic organizers.</li> <li>• Create a product that demonstrates understanding of information and responds to central questions; present product to a meaningful audience.</li> </ul>	<ul style="list-style-type: none"> <li>• ECOSYSTEM ABCs (M.S.)</li> <li>• NATURE WRITING (M.S.)</li> <li>• ANIMAL RESEARCH: "PUZZLING PEN PALS" (POST)</li> <li>• MOUNTAIN SCHOOL MEMORIES (POST)</li> <li>• LITERATURE CONNECTIONS WITH THE LORAX (POST)</li> </ul>
<p><b>Social Studies: Skills Standard 2.</b> Interpersonal and Group Process Skills</p> <p><b>Social Studies: Skills Objective 2.1</b> Understand and use interpersonal and group process skills required by citizens in a democratic society.</p> <p><b>Objective 2.1a</b> Discussion Skills</p> <p><b>Objective 2.1b</b> Group Interaction Skills</p>	<ul style="list-style-type: none"> <li>• Communicate own feelings and beliefs; listen to viewpoints on social studies issues.</li> <li>• Identify roles of different members of a group, serve in different roles in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• EVENING SKITS (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li> <li>• BUILD A TREE (M.S.)</li> </ul>

**Social Studies: Skills and The Arts - Nov. 2002**

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Social Studies: Skills Standard 3.</b> Critical Thinking Skills</p> <p><b>Social Studies: Skills Objective 3.1</b> Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.</p> <p><b>Objective 3.1c</b> Solve problems and draw conclusions</p> <p><b>Objective 3.1d</b> Analyze cause and effect relationships</p>	<ul style="list-style-type: none"> <li>• Compare advantages and disadvantages, suggest, solutions, decide appropriate course of action.</li>   <li>• Investigate cause and effect relationships and their impact on people. Environments, and economic systems.</li> </ul>	<ul style="list-style-type: none"> <li>• EVENING SKITS (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> <li>• MAKING A MEAL (M.S.)</li>   <li>• WEB OF LIFE (M.S.)</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>The Arts Standard 1.</b> The student understands and applies arts knowledge and skills.</p> <p><b>The Arts Objective 1.1</b> Understand arts concepts and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Identify and use visual art, dance, theatre, and music vocabulary and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• EVENING SKITS (M.S.)</li> <li>• EVENING PROGRAMS: STORIES, SONGS, SKITS</li> </ul>
<p><b>The Arts Standard 1.</b> The student understands and applies arts knowledge and skills.</p> <p><b>The Arts Objective 1.2</b> Develop arts skill and techniques.</p>	<ul style="list-style-type: none"> <li>• Identify and use basic arts skills and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• EVENING SKITS (M.S.)</li> <li>• EVENING PROGRAMS: STORIES, SONGS, SKITS</li> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> </ul>
<p><b>The Arts Standard 1.</b> The student understands and applies arts knowledge and skills.</p> <p><b>The Arts Objective 1.4</b> Apply audience skills in a variety of arts settings and performances.</p>	<ul style="list-style-type: none"> <li>• Demonstrate audience conventions in a variety of arts settings and performances.</li> </ul>	<ul style="list-style-type: none"> <li>• EVENING SKITS (M.S.)</li> <li>• EVENING PROGRAMS: STORIES, SONGS, SKITS</li> <li>• NATURE WRITING (M.S.)</li> </ul>



## The Arts and Health & Fitness - Nov. 2002

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>The Arts Standard 3.</b> The student communicates through the arts.</p> <p><b>The Arts Objective 3.1</b> Use the arts to express and present ideas and feelings.</p>	<ul style="list-style-type: none"> <li>Express personal ideas and feelings through the arts.</li> </ul>	<ul style="list-style-type: none"> <li>EVENING SKITS (M.S.)</li> <li>EVENING PROGRAMS: STORIES, SONGS, SKITS</li> <li>NATURE WRITING (M.S.)</li> </ul>
<p><b>Health &amp; Fitness Standard 1.</b> The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.</p> <p><b>Health &amp; Fitness Objective 1.2</b> Safely participates in a variety of developmentally appropriate physical activities.</p>	<ul style="list-style-type: none"> <li>Follows rules and safety procedures while participating in a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>HIKING THROUGHOUT THE PROGRAM</li> </ul>
<p><b>Health &amp; Fitness Standard 2.</b> The student acquires the knowledge and skills necessary to maintain an active life: recognize patterns of growth and development, reduce health risks, and live safely.</p> <p><b>Health &amp; Fitness Objective 2.2</b> Understand the concept of control and prevention of disease.</p>	<ul style="list-style-type: none"> <li>Identify and demonstrate skills that help in the prevention of non-communicable diseases.</li> <li>Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>MAKING A MEAL (M.S.)</li> <li>CLEANING DUITES NAD SANITARY PRACTICES THROUGHOUT PROGRAM</li> <li>MAKING A MEAL (M.S.)</li> <li>CLEANING DUITES NAD SANITARY PRACTICES THROUGHOUT PROGRAM</li> </ul>
<p><b>Health &amp; Fitness Standard 2.</b> The student acquires the knowledge and skills necessary to maintain an active life: recognize patterns of growth and development, reduce health risks, and live safely.</p> <p><b>Health &amp; Fitness Objective 2.3</b> Acquire skills to live safely and reduce health risks.</p>	<ul style="list-style-type: none"> <li>Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.</li> <li>Identify sources to ask for help in an emergency or crisis.</li> </ul>	<ul style="list-style-type: none"> <li>PROGRAM OREINTATION THROUGHOUT PROGRAM AND AS NEEDED</li> <li>PROGRAM OREINTATION THROUGHOUT PROGRAM AND AS NEEDED</li> </ul>

## Health & Fitness - Nov. 2002

Standard and Objective	Grade 5 Benchmarks	Activity
<p><b>Health &amp; Fitness Standard 3.</b> The student analyzes and evaluates the impact of real-life influences on health.</p> <p><b>Health &amp; Fitness Objective 3.1</b> Understand how environmental factors that affect one's health (air, water, noise, chemicals, etc.)</p>	<ul style="list-style-type: none"> <li>• Identify environmental factors that affect health.</li> </ul>	<ul style="list-style-type: none"> <li>• SHELTER AND COMMUNITIES OF PAST AND PRESENT (M.S.)</li> <li>• FOOD AND COMMUNITIES (M.S.)</li> <li>• WATER AND NATIONAL PARK COMMUNITITES (M.S.)</li> </ul>
<p><b>Health &amp; Fitness Standard 3.</b> The student analyzes and evaluates the impact of real-life influences on health.</p> <p><b>Health &amp; Fitness Objective 3.3</b> Use social skills to promote health and safety in a variety of situations.</p>	<ul style="list-style-type: none"> <li>• Express emotions constructively and form safe and respectful relationships.</li> <li>• Recognize social skills to keep out of trouble and resist pressure from others.</li> </ul>	<ul style="list-style-type: none"> <li>• THROUGHOUT PROGRAM AND AS NEEDED</li> <li>• THROUGHOUT PROGRAM AND AS NEEDED</li> </ul>