

**Main Criteria:** Wyoming Content and Performance Standards

**Secondary Criteria:** Rising Star Studios

**Subjects:** Health and PE, Language Arts, Social Studies

**Grades:** 5, 6

**Correlation Options:** Show Correlated

**Wyoming Content and Performance Standards**

**Health and PE**

Grade: 5 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.HE.</b>	<b>Health Education</b>
<b>BENCHMARK</b>	<b>HE6.1.</b>	<b>HEALTH INFORMATION, PRODUCTS AND RESOURCES:</b> Students will access, analyze and evaluate health information, products and resources.
<b>GRADE LEVEL EXAMPLE</b>	<b>HE6.1.1.</b>	Analyze family, school, or community resources that can be used to enhance health (e.g. compare/contrast what help different people can give). VP/B, PCD, ME  <u>Rising Star Studios</u> Resourcefulness
<b>CONTENT STANDARD</b>	<b>WY.HE.</b>	<b>Health Education</b>
<b>BENCHMARK</b>	<b>HE6.2.</b>	<b>PROBLEM SOLVING AND DECISION MAKING:</b> Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.
<b>GRADE LEVEL EXAMPLE</b>	<b>HE6.2.1.</b>	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. ATOD, IP/S, ME  <u>Rising Star Studios</u> Helpfulness Independence
<b>CONTENT STANDARD</b>	<b>WY.HE.</b>	<b>Health Education</b>
<b>BENCHMARK</b>	<b>HE6.4.</b>	<b>PERSONAL AND SOCIAL RESPONSIBILITY:</b> Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.
<b>GRADE LEVEL EXAMPLE</b>	<b>HE6.4.1.</b>	Demonstrate an understanding of behaviors that improve or maintain personal health. G&D, IP/S, ME  <u>Rising Star Studios</u> Courtesy Responsibility Self-Discipline Self-Reliance
<b>GRADE LEVEL EXAMPLE</b>	<b>HE6.4.10</b>	Define various types of bullying and the roles of the aggressor and bystanders in bullying situations. (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). VP/B, CEH, ME  <u>Rising Star Studios</u> Kindness Peacefulness

Grade: 5 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>WY.PE.</b>	<b>Physical Education</b>
<b>BENCHMARK</b>	<b>PE.5.3.</b>	<b>PERSONAL AND SOCIAL BEHAVIOR:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.
<b>GRADE LEVEL EXAMPLE</b>	<b>PE.5.3.1.</b>	Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting.  <u>Rising Star Studios</u> Fairness Obedience
<b>GRADE LEVEL</b>	<b>PE.5.3.3.</b>	Students participate in and explain physical activities that promote self-

EXAMPLE		challenge and enjoyment.  <u>Rising Star Studios</u> Self-Reliance
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**Wyoming Content and Performance Standards**

**Language Arts**

Grade: 5 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.2.</b>	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 upon a topic; summarize the text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.9.</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  <u>Rising Star Studios</u> Helpfulness
<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.10.</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.2.</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  <u>Rising Star Studios</u> Confidence Fairness
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.7.</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.8.</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  <u>Rising Star Studios</u> Confidence Fairness
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>

GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Confidence Fairness
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  <u>Rising Star Studios</u> Punctuality
EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality
EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  <u>Rising Star Studios</u> Punctuality
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness

		Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
<b>EXPECTATION</b>	<b>W.5.3(a)</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
<b>EXPECTATION</b>	<b>W.5.3(b)</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility

		Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom

<p><b>GRADE LEVEL EXAMPLE</b></p>	<p><b>W.5.5.</b></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>Rising Star Studios</u>            Bravery            Caring            Citizenship            Cleanliness            Confidence            Consideration            Courage            Courtesy            Dignity            Discovering Talent            Enthusiasm            Fairness            Forgiveness            Friendliness            Friendship            Generosity            Goodness            Goodwill            Gratefulness            Heroic            Hygiene            Independence            Initiative            Integrity            Kindness            Loyalty            Obedience            Patience            Peacefulness            Promptness            Punctuality            Ready            Resourcefulness            Respect            Responsibility            Restraint            Self-Acceptance            Self-Control            Self-Discipline            Self-Reliance            Selflessness            Sharing            Slow To Judge            Thankfulness            Tolerance            Trustworthiness            Truthfulness            Uniqueness            Willpower            Wisdom</p>
<p><b>CONTENT STANDARD</b></p>	<p><b>WY.W.5.</b></p>	<p><b>Writing Standards</b></p>
<p><b>BENCHMARK</b></p>		<p><b>Research to Build and Present Knowledge</b></p>
<p><b>GRADE LEVEL EXAMPLE</b></p>	<p><b>W.5.7.</b></p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>Rising Star Studios</u>            Caring            Determination</p>
<p><b>GRADE LEVEL EXAMPLE</b></p>	<p><b>W.5.8.</b></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>Rising Star Studios</u>            Confidence</p>
<p><b>CONTENT STANDARD</b></p>	<p><b>WY.W.5.</b></p>	<p><b>Writing Standards</b></p>
<p><b>BENCHMARK</b></p>		<p><b>Research to Build and Present Knowledge</b></p>
<p><b>GRADE LEVEL EXAMPLE</b></p>	<p><b>W.5.9.</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").  <u>Rising Star Studios</u> Confidence Fairness
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
EXPECTATION	SL.5.1(b)	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>Rising Star Studios</u>  Bravery  Caring</p>



Citizenship  
 Cleanliness  
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 Courage  
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EXPECTATION

SL.5.1(c)

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Rising Star Studios

Bravery  
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EXPECTATION

SL.5.1(d)

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Rising Star Studios

Bravery  
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Helpfulness  
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<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.2.</b>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Rising Star Studios</u>          Bravery          Caring          Citizenship          Cleanliness          Commitment          Confidence          Consideration          Cooperation          Courage          Courtesy          Decency          Dependable          Determination          Dignity          Discovering Talent          Enthusiasm          Fairness          Forgiveness          Friendliness          Friendship          Generosity          Goodness          Goodwill          Gratefulness          Helpfulness          Heroic          Honesty          Hygiene          Imaginative          Independence          Initiative</p>

		<p> Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom </p>
<p> <b>GRADE LEVEL  EXAMPLE</b> </p>	<p> <b>SL.5.3.</b> </p>	<p> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. </p> <p> <u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness </p>

		Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.4.</b>	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.  <u>Rising Star Studios</u> Friendship Sharing Thankfulness
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.6.</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.  <u>Rising Star Studios</u> Friendship
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION</b>	<b>L.5.2(e)</b>	Spell grade-appropriate words correctly, consulting references as needed.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance

		Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

**Wyoming Content and Performance Standards  
Social Studies**

Grade: 5 - Adopted: 2014/Updated 2018

<b>CONTENT STANDARD</b>		<b>Content Standard 2 – Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.</b>
<b>BENCHMARK</b>		<b>Benchmarks - Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.2.1.</b>	Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).  <u>Rising Star Studios</u> Obedience
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.2.4.</b>	Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).  <u>Rising Star Studios</u> Perseverance
<b>CONTENT STANDARD</b>		<b>Content Standard 3 – Production, Distribution, and Consumption: Students describe the influence of economic factors on societies and make decisions based on economic principles.</b>
<b>BENCHMARK</b>		<b>Benchmarks - Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.3.1.</b>	Give examples of needs, wants, goods, services, scarcity, and choice.  <u>Rising Star Studios</u> Confidence
<b>CONTENT STANDARD</b>		<b>Content Standard 4 – Time, Continuity, and Change: Students analyze events, people, problems, and ideas within their historical contexts.</b>
<b>BENCHMARK</b>		<b>Benchmarks - Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SS5.4.2.</b>	Describe how tools and technology make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or travois to horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands, boiling water prevented spread of disease, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).  <u>Rising Star Studios</u> Consideration Imaginative Tolerance

<b>CONTENT STANDARD</b>		<b>Content Standard 6 - Technology, Literacy, and Global Connections: Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.</b>
<b>BENCHMARK</b>		<b>Benchmarks - Students will:</b>
<b>GRADE LEVEL EXAMPLE</b>	SS5.6.2.	Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).  <u>Rising Star Studios</u> Slow To Judge
<b>GRADE LEVEL EXAMPLE</b>	SS5.6.3.	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).  <u>Rising Star Studios</u> Confidence Determination Willpower