

Main Criteria: Tennessee Academic Standards
Secondary Criteria: Rising Star Studios
Subjects: Health and PE, Language Arts, Social Studies
Grades: 5, 6
Correlation Options: Show Correlated

Tennessee Academic Standards

Health and PE

Grade: 5 - Adopted: 2016

STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	DP.	Disease Prevention
GUIDING QUESTION / LEARNING EXPECTATION		Blood Borne Pathogens
LEARNING EXPECTATION	5.DP.1.	Describe and demonstrate how to properly care for an individual whose bodily fluids could contain Blood Borne pathogens (e.g., proper wound care, cleaning methods, and disposal). <u>Rising Star Studios</u> Ready
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	DP.	Disease Prevention
GUIDING QUESTION / LEARNING EXPECTATION		Personal Hygiene
LEARNING EXPECTATION	5.DP.2	Describe the effects of puberty on hygiene practices.. <u>Rising Star Studios</u> Cleanliness Hygiene
LEARNING EXPECTATION	5.DP.3.	Identify that additional Personal Hygiene is needed during puberty. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / STANDARD / COURSE		Tennessee Health Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	S.	Safety
GUIDING QUESTION / LEARNING EXPECTATION		Bullying
LEARNING EXPECTATION	5.S.2.	Develop strategies that decrease Bullying situations. <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / STANDARD / COURSE		Tennessee Health Education Standards

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	S.	Safety
GUIDING QUESTION / LEARNING EXPECTATION		Personal/Physical Safety (Child)
LEARNING EXPECTATION	5.S.8.	Compare and contrast the benefits and consequences of safety preparation when faced with an emergency situation. <u>Rising Star Studios</u> Ready
LEARNING EXPECTATION	5.S.9.	Differentiate between situations which need peer support and those which need adult help. <u>Rising Star Studios</u> Independence Resourcefulness Trustworthiness Wisdom
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	MKA.	MOVEMENT KNOWLEDGE & APPLICATION (MKA)
GUIDING QUESTION / LEARNING EXPECTATION		ANALYSIS & STRATEGIES
LEARNING EXPECTATION	MKA.6.	Performance Cues
INDICATOR	MKA.6.5.	Analyzes and self-corrects skill performance. <u>Rising Star Studios</u> Self-Control
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	MKA.	MOVEMENT KNOWLEDGE & APPLICATION (MKA)
GUIDING QUESTION / LEARNING EXPECTATION		ANALYSIS & STRATEGIES
LEARNING EXPECTATION	MKA.7.	Simple Strategies
INDICATOR	MKA.7.5.	Analyzes and modifies simple strategies in game-like activities. <u>Rising Star Studios</u> Self-Control
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		PERSONAL RESPONSIBILITY
LEARNING EXPECTATION	PSR.1.	Personal Responsibility

INDICATOR	PSR.1.5.	Exhibits respect for self and others with appropriate behavior while engaging in physical activity. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		COOPERATION
LEARNING EXPECTATION	PSR.3.	PSR.3 Working with others
INDICATOR	PSR.3.5.	Encourages the movement performance of others. <u>Rising Star Studios</u> Commitment Consideration Cooperation Discovering Talent
STRAND / STANDARD / COURSE		Tennessee Physical Education Standards
CONCEPTUAL STRAND / GUIDING QUESTION	PSR.	PERSONAL & SOCIAL RESPONSIBILITY (PSR)
GUIDING QUESTION / LEARNING EXPECTATION		PROCEDURES & RULES
LEARNING EXPECTATION	PSR.4.	Procedures & Rules
INDICATOR	PSR.4.5.	Critiques the rules of various activities. <u>Rising Star Studios</u> Fairness Obedience

Tennessee Academic Standards

Language Arts

Grade: 5 - Adopted: 2016

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	a.	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
--	--	--

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
----------------------------	--	---------------------------------

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
--------------------------------------	--------	----------------------

GUIDING QUESTION / LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
---	----------	---

LEARNING EXPECTATION	a.	Read grade-level text with purpose and understanding. <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
----------------------	----	--

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
----------------------------	--	---------------------------------

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
--------------------------------------	---------	-----------------------------------

GUIDING QUESTION / LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
---	-----------	---

LEARNING EXPECTATION	j.	Write multiple cohesive paragraphs on a topic. <u>Rising Star Studios</u> Friendship Trustworthiness
----------------------	----	---

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
----------------------------	--	---------------------------------

CONCEPTUAL STRAND / GUIDING	FL.VA.7	Vocabulary Acquisition - Standard 7
-----------------------------	---------	-------------------------------------

QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	5.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	5.FL.VA.7 c.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</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>
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION	5.RL.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RL.KID.2.	Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION	5.RL.IKI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RL.IKI.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics. <u>Rising Star Studios</u> Helpfulness
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION	5.RI.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL	R.KID.3.	Key Ideas and Details - Standard 3

STRAND / GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	5.RI.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION	5.RI.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. <u>Rising Star Studios</u> Honesty
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION	5.RI.IKI.7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. <u>Rising Star Studios</u> Confidence Determination Fairness Imaginative Resourcefulness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION	5.RI.IKI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Rising Star Studios</u> Confidence Fairness
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. <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
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats. <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
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LEARNING EXPECTATION	5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <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
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.SL.PKI.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. <u>Rising Star Studios</u> Caring Friendship Sharing
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <u>Rising Star Studios</u> Friendship
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	5.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	b.	Develop an opinion through logically-ordered reasons that are supported by facts and details.

		<u>Rising Star Studios</u> Punctuality
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	b.	Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader. <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
INDICATOR	c.	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
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters. <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
INDICATOR	c.	Use narrative techniques, such as dialogue, pacing, and description 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 Gratefulness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events. <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING		Produce clear and coherent writing in which the development and organization

QUESTION / LEARNING EXPECTATION		are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><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>
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p><u>Rising Star Studios</u></p>

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

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. <u>Rising Star Studios</u> Caring Determination
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING		Integrate relevant and credible information from multiple print and digital

QUESTION / LEARNING EXPECTATION		sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.8	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. <u>Rising Star Studios</u> Confidence
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. <u>Rising Star Studios</u> Caring Confidence Determination Fairness Helpfulness Initiative Perseverance
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		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 tasks, purposes, and audiences.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. <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

**Tennessee Academic Standards
 Social Studies**

Grade: 5 - Adopted: 2017

STRAND / STANDARD / COURSE		FIFTH GRADE SOCIAL STUDIES, PART 1 - The History of the United States: Industrialization to the Civil Rights Movement
CONCEPTUAL STRAND / GUIDING QUESTION		Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explain the key shifts in the United States during the late 19th and early 20th centuries, including: immigration, industrialization, the nation's role in world affairs, and the Progressive Era.
LEARNING EXPECTATION	5.05.	Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison. [C, E, H] <u>Rising Star Studios</u> Imaginative
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.01	Gather information from a variety of primary and secondary sources, including:
GUIDING QUESTION / LEARNING EXPECTATION		Media and technology sources <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.02	Critically examine a primary or secondary source in order to:
GUIDING QUESTION / LEARNING EXPECTATION		Distinguish between fact and opinion <u>Rising Star Studios</u> Slow To Judge
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices

CONCEPTUAL STRAND / GUIDING QUESTION	SSP.03	Organize data from a variety of sources in order to:
GUIDING QUESTION / LEARNING EXPECTATION		Frame appropriate questions for further investigation <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.04	Construct and communicate arguments supported by evidence to:
GUIDING QUESTION / LEARNING EXPECTATION		Demonstrate and defend an understanding of ideas <u>Rising Star Studios</u> Bravery Confidence Determination Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship Willpower
GUIDING QUESTION / LEARNING EXPECTATION		Compare and contrast viewpoints <u>Rising Star Studios</u> Bravery Gratefulness Patriotism