

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Rising Star Studios

Subjects: Health and PE, Language Arts, Social Studies, Social and Emotional Learning

Grades: 5, 6

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Health and PE

Grade: 5 - Adopted: 1996

STRAND / DOMAIN / UNIFYING THEME	NY.1.	Intermediate: Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
CATEGORY / CLUSTER / KEY IDEA	1.1.	Health Education: Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.
STANDARD / CONCEPTUAL UNDERSTANDING	1.1.2.	Students apply prevention and risk reduction strategies to adolescent health problems. <u>Rising Star Studios</u> Cleanliness Hygiene
STANDARD / CONCEPTUAL UNDERSTANDING	1.1.3.	Students demonstrate the necessary knowledge and skills to promote healthy adolescent development. <u>Rising Star Studios</u> Responsibility
STRAND / DOMAIN / UNIFYING THEME	NY.1.	Intermediate: Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
CATEGORY / CLUSTER / KEY IDEA	1.2.	Physical Education: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
STANDARD / CONCEPTUAL UNDERSTANDING	1.2.3.	Students combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment. <u>Rising Star Studios</u> Self-Control
STANDARD / CONCEPTUAL UNDERSTANDING	1.2.5.	Students develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity. <u>Rising Star Studios</u> Confidence Determination Perseverance
STANDARD / CONCEPTUAL UNDERSTANDING	1.2.6.	Students develop leadership, problem solving, cooperation, and team work by participating in group activities. <u>Rising Star Studios</u> Cooperation Sportsmanship
STRAND / DOMAIN / UNIFYING THEME	NY.1.	Intermediate: Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
CATEGORY / CLUSTER / KEY IDEA	1.3.	Family and Consumer Sciences: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.
STANDARD /	1.3.4.	Students apply decision making process to dilemmas related to personal

CONCEPTUAL UNDERSTANDING		health. <u>Rising Star Studios</u> Confidence Determination Perseverance
STRAND / DOMAIN / UNIFYING THEME	NY.2.	Intermediate: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
CATEGORY / CLUSTER / KEY IDEA	2.1.	Health Education: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.1.	Students assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks. <u>Rising Star Studios</u> Responsibility
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.3.	Students understand the need for personal involvement in improving the environment. <u>Rising Star Studios</u> Responsibility
STRAND / DOMAIN / UNIFYING THEME	NY.2.	Intermediate: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
CATEGORY / CLUSTER / KEY IDEA	2.2.	Physical Education: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
STANDARD / CONCEPTUAL UNDERSTANDING	2.2.1.	Students understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety. <u>Rising Star Studios</u> Dependable Obedience Responsibility Self-Reliance
STANDARD / CONCEPTUAL UNDERSTANDING	2.2.2.	Students develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others. <u>Rising Star Studios</u> Cooperation Dependable Fairness Obedience Responsibility Self-Reliance Sportsmanship
STANDARD / CONCEPTUAL UNDERSTANDING	2.2.3.	Students work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved. <u>Rising Star Studios</u> Cooperation Sportsmanship
STANDARD / CONCEPTUAL UNDERSTANDING	2.2.4.	Students understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits. <u>Rising Star Studios</u> Obedience
STANDARD / CONCEPTUAL UNDERSTANDING	2.2.5.	Students understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.

		<u>Rising Star Studios</u> Cooperation
STRAND / DOMAIN / UNIFYING THEME	NY.2.	Intermediate: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
CATEGORY / CLUSTER / KEY IDEA	2.3.	Family and Consumer Sciences: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.
STANDARD / CONCEPTUAL UNDERSTANDING	2.3.3.	Students use age-appropriate techniques to select and maintain clothing. <u>Rising Star Studios</u> Cleanliness Hygiene Responsibility
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Intermediate: Resource Management: Students will understand and be able to manage their personal and community resources.
CATEGORY / CLUSTER / KEY IDEA	3.3.	Family and Consumer Sciences: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.
STANDARD / CONCEPTUAL UNDERSTANDING	3.3.2.	Students understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources. <u>Rising Star Studios</u> Responsibility
STANDARD / CONCEPTUAL UNDERSTANDING	3.3.3.	Students are able to budget their time and money. <u>Rising Star Studios</u> Responsibility
STANDARD / CONCEPTUAL UNDERSTANDING	3.3.4.	Students understand how working contributes to a quality living environment. <u>Rising Star Studios</u> Responsibility

New York State Learning Standards and Core Curriculum

Language Arts

Grade: 5 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	5R1.	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STANDARD / CONCEPTUAL UNDERSTANDING	5R2.	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance

STANDARD / CONCEPTUAL UNDERSTANDIN G	5R3.	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDIN G	5R4.	Determine the meaning of words, phrases, figurative language, academic, and domain- specific words and analyze their effect on meaning, tone, or mood. (RI&RL) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / DOMAIN / UNIFYING THEME	NY.5R.	5th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDIN G	5R7.	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) <u>Rising Star Studios</u> Consideration Patriotism
STRAND / DOMAIN / UNIFYING THEME	NY.5RF.	5th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDIN G	5RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	5RF4a.	Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. <u>Rising Star Studios</u> Perseverance
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDIN G	5W2.	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
EXPECTATION / CONTENT SPECIFICATION	5W2b.	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. <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 Sportsmanship Trustworthiness Uniqueness Willpower
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	5W3.	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
EXPECTATION / CONTENT SPECIFICATION	5W3a.	Establish a situation and introduce a narrator and/or characters. <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
EXPECTATION / CONTENT SPECIFICATION	5W3b.	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
EXPECTATION / CONTENT SPECIFICATION	5W3e.	Provide a conclusion that follows from the narrated experiences or events. <u>Rising Star Studios</u> Bravery Confidence

		Forgiveness Goodness Resourcefulness Restraint Sharing
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	5W4.	Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Generosity Goodness Gratefulness Initiative Integrity Kindness Loyalty Obedience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Reliance Tolerance Truthfulness Uniqueness
STANDARD / CONCEPTUAL UNDERSTANDING	5W5.	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND / DOMAIN / UNIFYING THEME	NY.5W.	5th Grade Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	5W6.	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. <u>Rising Star Studios</u> Caring Determination
STRAND / DOMAIN / UNIFYING THEME	NY.5SL.	5th Grade Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD / CONCEPTUAL UNDERSTANDIN G	5SL1.	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
EXPECTATION / CONTENT SPECIFICATION	5LS1a.	<p>Come to discussions prepared, having read or studied required material; 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 / CONTENT SPECIFICATION	5SL1b.	<p>Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p><u>Rising Star Studios</u> Bravery Caring</p>

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 Joyfulness
 Kindness
 Loyalty
 Obedience
 Patience
 Patriotism
 Peacefulness
 Perseverance
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 Self-Discipline
 Self-Reliance
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**EXPECTATION /
 CONTENT
 SPECIFICATION**

5SL1c.

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

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EXPECTATION / CONTENT SPECIFICATION	5SL1d.	Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions. <u>Rising Star Studios</u> Decency Determination Enthusiasm Wisdom
STRAND / DOMAIN / UNIFYING THEME	NY.5SL.	5th Grade Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	5SL3.	Identify and evaluate the reasons and evidence a speaker provides to support particular points. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration

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STRAND / DOMAIN / UNIFYING THEME	NY.5SL.	5th Grade Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	5SL4.	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 and volume appropriate for audience. <u>Rising Star Studios</u> Friendship Sharing
STANDARD / CONCEPTUAL UNDERSTANDING	5SL5.	Include digital media and/or visual displays in presentations to emphasize and enhance main ideas or themes. <u>Rising Star Studios</u> Bravery

		Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Hygiene Imaginative Independence Initiative Integrity Joyfulness Loyalty Patience Patriotism Peacefulness Perseverance Resourcefulness Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Uniqueness Willpower Wisdom
STANDARD / CONCEPTUAL UNDERSTANDING	5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate. <u>Rising Star Studios</u> Friendship
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	5L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3 – 5:
EXPECTATION / CONTENT SPECIFICATION	5L2.2.	Use correct capitalization. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy

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EXPECTATION / CONTENT SPECIFICATION	5L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). <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
EXPECTATION / CONTENT	5L2.10.	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in

SPECIFICATION		<p>writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p> <p><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</p>
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L6.	<p>Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>

New York State Learning Standards and Core Curriculum
Social Studies
 Grade: 5 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	RH.5-8.4.	<p>Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>Rising Star Studios</u></p>

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 Imaginative
 Independence
 Initiative
 Integrity
 Joyfulness
 Kindness
 Loyalty
 Obedience
 Patience
 Patriotism
 Peacefulness
 Perseverance
 Politeness
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RH.5-8.5.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

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STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity

		<p>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>
STANDARD / CONCEPTUAL UNDERSTANDING	RH.5-8.8.	<p>Distinguish between fact, opinion, and reasoned judgment in a text.</p> <p><u>Rising Star Studios</u> Slow To Judge</p>
STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	RH.5-8.10.	<p>By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable</p>

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STRAND / DOMAIN / UNIFYING THEME	NY.WHST .5-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.5-8.1.	Write arguments focused on discipline-specific content.
EXPECTATION / CONTENT SPECIFICATION	WHST.5-8.1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence. <u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience

		Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
EXPECTATION / CONTENT SPECIFICATION	WHST.5-8.1.d.	Establish and maintain a formal style. <u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
EXPECTATION / CONTENT SPECIFICATION	WHST.5-8.1.e.	Provide a concluding statement or section that follows and supports the argument presented. <u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
STRAND / DOMAIN / UNIFYING THEME	NY.WHST.5-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.5-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION / CONTENT SPECIFICATION	WHST.5-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness

		<p>Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>WHST.5- 8.2.c.</p>	<p>Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.</p> <p><u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>WHST.5- 8.2.d.</p>	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>WHST.5- 8.2.e.</p>	<p>Establish and maintain a formal style and objective tone.</p> <p><u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship</p>
<p>EXPECTATION / CONTENT</p>	<p>WHST.5- 8.2.f.</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

SPECIFICATION		<u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
STRAND / DOMAIN / UNIFYING THEME	NY.WHST .5-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.5-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
STRAND / DOMAIN / UNIFYING THEME	NY.WHST .5-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.5-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Rising Star Studios</u> Confidence Determination Willpower
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.5-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Rising Star Studios</u> Confidence Determination Willpower
STANDARD /	WHST.5-	Draw evidence from informational texts to support analysis, reflection, and

CONCEPTUAL UNDERSTANDING	8.9.	research. <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / DOMAIN / UNIFYING THEME	NY.WHST .5-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Range of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	WHST.5-8.10.	Write routinely over extended time frames (time for 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 Confidence Dignity Discovering Talent Friendship Generosity Honesty Initiative Kindness Obedience Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
STRAND / DOMAIN / UNIFYING THEME	NY.SL.5-8.	Standards for Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	SL.5-8.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <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
STANDARD / CONCEPTUAL UNDERSTANDIN G	SL.5-8.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Rising Star Studios</u> Friendship Helpfulness Restraint
STANDARD / CONCEPTUAL UNDERSTANDIN G	SL.5-8.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. <u>Rising Star Studios</u> Confidence Determination Friendship Heroic Patriotism Responsibility Sportsmanship
STRAND / DOMAIN / UNIFYING THEME	NY.SL.5-8.	Standards for Speaking and Listening
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDIN G	SL.5-8.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience. <u>Rising Star Studios</u> Bravery Confidence Dignity Discovering Talent Friendship Generosity Helpfulness Honesty Initiative Kindness Obedience

		Patience Patriotism Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Sportsmanship
STANDARD / CONCEPTUAL UNDERSTANDIN G	SL.5-8.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Rising Star Studios</u> Confidence Determination Willpower
STANDARD / CONCEPTUAL UNDERSTANDIN G	SL.5-8.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <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 / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.A.	Gathering, Interpreting, and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	5P.A.5.	Identify implicit ideas to draw inference, with support. <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 / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.1.	Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support. <u>Rising Star Studios</u> Respect
STANDARD / CONCEPTUAL UNDERSTANDING	5P.F.5.	Participate in negotiating and compromising in the resolution of differences and conflict. <u>Rising Star Studios</u> Cooperation

New York State Learning Standards and Core Curriculum
Social and Emotional Learning
Grade: 5 - Adopted: 2018

STRAND / DOMAIN / UNIFYING THEME	Goal 1:	Develop self-awareness and self-management skills essential to success in school and in life.
CATEGORY / CLUSTER / KEY IDEA	A.	Identify and manage one's emotions and behavior.
STANDARD / CONCEPTUAL UNDERSTANDING	1A.2a.	Describe a range of emotions and the situations that cause them. <u>Rising Star Studios</u> Consideration
STRAND / DOMAIN / UNIFYING THEME	Goal 1:	Develop self-awareness and self-management skills essential to success in school and in life.
CATEGORY / CLUSTER / KEY IDEA	B.	Recognize personal qualities and external supports.
STANDARD / CONCEPTUAL UNDERSTANDING	1B.2a.	Describe personal strengths/skills and interests that one wants to develop. <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 / DOMAIN / UNIFYING THEME	Goal 1:	Develop self-awareness and self-management skills essential to success in school and in life.
CATEGORY / CLUSTER / KEY IDEA	C.	Demonstrate skills related to achieving personal and academic goals.
STANDARD / CONCEPTUAL UNDERSTANDING	1C.2a.	Describe the steps in setting and working toward goal achievement. <u>Rising Star Studios</u> Determination Perseverance
STANDARD / CONCEPTUAL UNDERSTANDING	1C.2b.	Monitor progress on achieving a short-term personal goal. <u>Rising Star Studios</u> Determination Perseverance
STRAND / DOMAIN / UNIFYING THEME	Goal 2:	Use social awareness and interpersonal skills to establish and maintain positive relationships.
CATEGORY / CLUSTER / KEY IDEA	A.	Recognize the feelings and perspectives of others.
STANDARD / CONCEPTUAL UNDERSTANDING	2A.2a.	Identify verbal, physical, and situational cues that indicate how others may feel. <u>Rising Star Studios</u> Consideration
STANDARD / CONCEPTUAL UNDERSTANDING	2A.2b.	Describe the expressed feelings and perspectives of others. <u>Rising Star Studios</u> Consideration Wisdom
STRAND / DOMAIN / UNIFYING	Goal 2:	Use social awareness and interpersonal skills to establish and maintain positive relationships.

THEME		
CATEGORY / CLUSTER / KEY IDEA	B.	Recognize individual and group similarities and differences.
STANDARD / CONCEPTUAL UNDERSTANDING	2B.2a.	Identify differences among, and contributions of, various social and cultural groups. <u>Rising Star Studios</u> Tolerance Uniqueness
STANDARD / CONCEPTUAL UNDERSTANDING	2B.2b.	Demonstrate how to interact positively with those who are different from oneself. <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / DOMAIN / UNIFYING THEME	Goal 2:	Use social awareness and interpersonal skills to establish and maintain positive relationships.
CATEGORY / CLUSTER / KEY IDEA	C.	Use communication and social skills to interact effectively with others.
STANDARD / CONCEPTUAL UNDERSTANDING	2C.2a.	Describe approaches for making and keeping friends. <u>Rising Star Studios</u> Selflessness
STRAND / DOMAIN / UNIFYING THEME	Goal 3:	Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.
CATEGORY / CLUSTER / KEY IDEA	A.	Consider ethical, safety, and societal factors in making decisions.
STANDARD / CONCEPTUAL UNDERSTANDING	3A.2a.	Demonstrate the ability to respect the rights of self and others. <u>Rising Star Studios</u> Respect