

**Main Criteria:** Indiana Academic Standards

**Secondary Criteria:** Rising Star Studios

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

**Grades:** 5, 6

**Correlation Options:** Show Correlated

**Indiana Academic Standards**

**Health and PE**

Grade: 5 - Adopted: 2017

STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
INDICATOR / STANDARD	5.4.6.	Model how to ask for assistance to enhance personal health.  <u>Rising Star Studios</u> Trustworthiness Wisdom
STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.5.	Students will demonstrate the ability to use decision-making skills to enhance health.
INDICATOR / STANDARD	5.5.4.	Identify important steps to take when making a health related decision.  <u>Rising Star Studios</u> Helpfulness Independence
INDICATOR / STANDARD	5.5.6.	Assume responsibility for personal health decisions.  <u>Rising Star Studios</u> Responsibility
STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.7.	Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.
INDICATOR / STANDARD	5.7.1.	Explain character traits and behaviors of a healthy and safe person.  <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 / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	5.4.1.	Personal Responsibility
EXPECTATION / INDICATOR	5.4.1.A.	Engages in physical activity with responsible interpersonal behavior (such as peer to peer, student to teacher, student to referee).  <u>Rising Star Studios</u> Dependable Obedience Responsibility Self-Reliance
EXPECTATION / INDICATOR	5.4.1.B.	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.  <u>Rising Star Studios</u> Dependable Obedience Responsibility Self-Reliance
EXPECTATION / INDICATOR	5.4.1.C.	Exhibits respect for self with appropriate behavior while engaging in physical activity.  <u>Rising Star Studios</u> Dependable Obedience Responsibility Self-Reliance
STANDARD / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR /	5.4.2.	Accepting Feedback

STANDARD		
EXPECTATION / INDICATOR	5.4.2.A.	Gives corrective feedback respectfully to peers.  <u>Rising Star Studios</u> Commitment Consideration Discovering Talent
STANDARD / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	5.4.3.	Working with Others
EXPECTATION / INDICATOR	5.4.3.A.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.  <u>Rising Star Studios</u> Cooperation
STANDARD / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	5.4.4.	Rules & Etiquette
EXPECTATION / INDICATOR	5.4.4.A.	Critiques the etiquette involved in rules of various game activities.  <u>Rising Star Studios</u> Sportsmanship
STANDARD / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	5.4.5.	Safety
EXPECTATION / INDICATOR	5.4.5.A.	Works safely with peers, independently, and with/without equipment in physical activity settings.  <u>Rising Star Studios</u> Obedience
STANDARD / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.5.	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
INDICATOR / STANDARD	5.5.2.	Challenge
EXPECTATION / INDICATOR	5.5.2.A.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.  <u>Rising Star Studios</u> Self-Reliance
STANDARD / STRAND	IN.PE.5.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	5.5.	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
INDICATOR / STANDARD	5.5.3.	Self-expression and Enjoyment
EXPECTATION / INDICATOR	5.5.3.A.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.  <u>Rising Star Studios</u> Self-Reliance

**Indiana Academic Standards**

**Language Arts**

Grade: 5 - Adopted: 2020

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RF.1	Apply foundational reading skills to build reading fluency and comprehension.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	5.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. (K.RF.2.1)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	5.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. (K.RF.2.2)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	5.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. (1.RF.2.3)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	5.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. (1.RF.2.4)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Fluency
EXPECTATION / INDICATOR	5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.  <u>Rising Star Studios</u> Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	5.RL.2.2	Determine the theme of a story, play, or poem from details in the text, including how characters 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
EXPECTATION / INDICATOR	5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	5.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. (2.RL.2.4)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.  <u>Rising Star Studios</u> Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction

SUBSTRAND		
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.  <u>Rising Star Studios</u> Confidence Fairness
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	5.RN.2.2	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
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.  <u>Rising Star Studios</u> Confidence Fairness
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	5.RV.1	Build and use accurately general academic and content-specific words and phrases.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome
INDICATOR / STANDARD	5.W.1.	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.  <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
<b>STANDARD / STRAND</b>		<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		Writing Genres: Argumentative, Informative, and Narrative
<b>INDICATOR / STANDARD</b>	5.W.3.2.	Write informative compositions on a variety of topics that –
<b>EXPECTATION / INDICATOR</b>		Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.  <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

STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Writing Genres: Argumentative, Informative, and Narrative
INDICATOR / STANDARD	5.W.3.3.	Write narrative compositions in a variety of forms that —
EXPECTATION / INDICATOR		Develop the exposition (e.g., describe the setting, establish the situation, introduce the 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 / INDICATOR		Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Self-Reliance Sharing
EXPECTATION / INDICATOR		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 Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
EXPECTATION / INDICATOR		Provide an ending that follows from the narrated experiences or events.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
INDICATOR / STANDARD	5.W.5.	Conduct short research assignments and tasks on a topic.
EXPECTATION /		With support, formulate a research question (e.g., What were John Wooden's



INDICATOR		greatest contributions to college basketball?). <u>Rising Star Studios</u> Determination
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
INDICATOR / STANDARD	5.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	5.W.6.2a	Capitalization — Applying correct usage of capitalization in writing. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy 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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
INDICATOR / STANDARD	5.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	5.W.6.2c	Spelling — Applying correct spelling patterns and generalizations in writing. <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>STANDARD / STRAND</b>		<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Learning Outcome</b>
<b>INDICATOR / STANDARD</b>	5.SL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.  <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
<b>STANDARD / STRAND</b>		<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Discussion and Collaboration</b>
<b>INDICATOR / STANDARD</b>	5.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal 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
INDICATOR / STANDARD	5.SL.2.2.	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.  <u>Rising Star Studios</u> Caring Citizenship Confidence Cooperation Courage Courtesy Determination Dignity Discovering Talent Enthusiasm Forgiveness Friendliness Goodwill Helpfulness Imaginative Joyfulness Loyalty Perseverance Restraint Self-Acceptance Selflessness Sharing Sportsmanship Willpower
INDICATOR / STANDARD	5.SL.2.4.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  <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
INDICATOR / STANDARD	5.SL.2.5.	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.  <u>Rising Star Studios</u> Decency Determination Enthusiasm Wisdom
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Comprehension
INDICATOR / STANDARD	5.SL.3.1.	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <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

INDICATOR / STANDARD

5.SL.3.2.

Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

Rising Star Studios

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
<b>STANDARD / STRAND</b>		<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / STANDARD</b>	5.SL.4.1.	Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.  <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Friendship Integrity Joyfulness Self-Reliance Sharing Slow To Judge
<b>INDICATOR / STANDARD</b>	5.SL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (2.SL.4.3)  <u>Rising Star Studios</u> Friendship Sharing
<b>STANDARD / STRAND</b>		<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Learning Outcome</b>
<b>INDICATOR / STANDARD</b>	5.ML.1.	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.  <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
<b>STANDARD / STRAND</b>		<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		Media Literacy
<b>INDICATOR / STANDARD</b>	5.ML.2.1.	Review claims made in various types of media and evaluate evidence used to support these claims.  <u>Rising Star Studios</u> Willpower

**Indiana Academic Standards**

**Social Studies**

Grade: 5 - Adopted: 2020/Impl 2020

<b>STANDARD / STRAND</b>		<b>Social Studies: Grade 5/United States History – The Founding of the Republic</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Civics and Government</b>



INDICATOR / STANDARD	Standard 2:	Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.
EXPECTATION / INDICATOR		Role of Citizens
INDICATOR	5.2.8	Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.  <u>Rising Star Studios</u> Citizenship Patriotism Respect
INDICATOR	5.2.10	Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.  <u>Rising Star Studios</u> Citizenship Patriotism
STANDARD / STRAND		Social Studies: Grade 5/United States History – The Founding of the Republic
PROFICIENCY STATEMENT / SUBSTRAND		Economics
INDICATOR / STANDARD	Standard 4:	Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.
EXPECTATION / INDICATOR	5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.  <u>Rising Star Studios</u> Determination

**Indiana Academic Standards  
Social and Emotional Learning  
Grade: 5 - Adopted: 2015**

STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2A.	Students identify a wide range of emotions.
EXPECTATION / INDICATOR	2A.3.	Students continue to add feelings to journal writings or other writings.  <u>Rising Star Studios</u> Consideration
EXPECTATION / INDICATOR	2A.4.	Students continue to learn about their brain and its role in emotions.  <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2B.	Students recognize personal strengths.
EXPECTATION / INDICATOR	2B.1.	Students continue to identify their unique strengths and with the support of adults, find ways to build on them.  <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
<b>STANDARD / STRAND</b>		<b>Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.</b>
<b>INDICATOR / STANDARD</b>	<b>2C.</b>	<b>Students demonstrate self-efficacy.</b>
<b>EXPECTATION / INDICATOR</b>	<b>2C.1.</b>	<b>Students participate eagerly and frequently without the prompt from the teacher.</b>  <u><b>Rising Star Studios</b></u> <b>Confidence</b> <b>Forgiveness</b> <b>Gratefulness</b>

		Self-Reliance Thankfulness
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		3. Regulation – Regulation refers to the ability to recognize and manage one’s emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.
INDICATOR / STANDARD	3C.	Students practice personal responsibility.
EXPECTATION / INDICATOR	3C.1.	Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom.  <u>Rising Star Studios</u> Dependable Responsibility
EXPECTATION / INDICATOR	3C.2.	Students demonstrate an understanding of the impact of their choices/actions.  <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		4. Collaboration – Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.
INDICATOR / STANDARD	4B.	Students understand teamwork and works with others.
EXPECTATION / INDICATOR	4B.2.	Students will work with a partner or small group to model turn -taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child.  <u>Rising Star Studios</u> Cooperation
EXPECTATION / INDICATOR	4B.3.	Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us.  <u>Rising Star Studios</u> Cooperation
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		5. Connection – Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
INDICATOR / STANDARD	5A.	Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.
EXPECTATION / INDICATOR	5A.1.	Students demonstrate an awareness of one’s own worldview.  <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
EXPECTATION / INDICATOR	5A.2.	Students sense how other people might feel about something and try to view situations through other's worldviews.  <u>Rising Star Studios</u> Consideration Wisdom
EXPECTATION / INDICATOR	5A.3.	Students continue try to understand how the other student might think, feel and/or respond.  <u>Rising Star Studios</u> Consideration Wisdom
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		5. Connection – Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
INDICATOR / STANDARD	5B.	Students demonstrate care and concern for others.
EXPECTATION / INDICATOR	5B.3.	Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).  <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		6. Critical Thinking – Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.
INDICATOR / STANDARD	6A.	Students demonstrate an understanding of metacognition.

EXPECTATION / INDICATOR	6 A.3.	Students continue to learn about their brain and its functioning. Students can set short-term learning goals.  <u>Rising Star Studios</u> Determination Perseverance
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		7. Mindset – Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.
INDICATOR / STANDARD	7B.	Student practices flexible and innovative thinking.
EXPECTATION / INDICATOR	7B.2.	Students apply creative learning skills and strategies.  <u>Rising Star Studios</u> Imaginative Resourcefulness