

Fifth Grade Curriculum Handbook



Midland Public Schools
Inspiring Excellence





Mission Statement

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools' (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at:

<https://www.midlandps.org/pyp-policies>

The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Approaches to Teaching** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Approaches to Learning** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found

at:<http://www.ibo.org/en/programmes/primary-years-programme/>

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

Progress Report

Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. Development of these skills supports life-long learning and assists students in learning and succeeding inside and outside of the school setting.

Indicators for Approaches to Learning

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectations
Limited Development (LIM)	Does not yet exhibit the expected behaviors

Thinking Skills:

- **Acquires knowledge:** Recalls knowledge over time
- **Understands, applies and analyzes over time:** Understands what is read or taught, uses knowledge in new situations, compares and contrasts; makes connections
- **Synthesizes learning:** Creates, designs, and/or invents
- **Evaluates and reflects:** Expresses and defends an opinion and reflects on one's own learning

Social Skills:

- **Accepts responsibility:** Takes responsibility within the school community
- **Respects others:** Respects the thoughts, feelings and beliefs of others
- **Cooperates:** Works together by being courteous, shares and takes turns
- **Resolves conflict:** Accepts responsibility, compromises, is fair

Communication Skills:

- **Listening:** Listens to directions, listens to others, listens to information
- **Speaking:** Speaks clearly; states an opinion
- **Presentation skills:** Shares learning and information in a group setting
- **Non-verbal communication:** Interprets and uses effectively modes of non-verbal communication

Self-Management Skills:

- **Organization:** Plans and carries out activities effectively
- **Time management:** Uses time effectively and appropriately
- **Codes of behavior:** Follows all school essential agreements

Research Skills:

- **Formulates questions:** Asks questions; is curious about finding out more about something that can be researched
- **Observes, collects, and records information:** Uses all senses to learn new things; notices relevant details; gathers information; describes and records using pictures and words
- **Interprets data:** Draws conclusions from information

Academic Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectations
Limited Development (LIM)	Learner is showing little or no progress
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

Letter Grades

A student's letter grade is determined by various factors including, but not limited to the following: classroom and homework assignments, teacher observations, tests, quizzes, projects and problem solving tasks.

A	Outstanding achievement
B	Good achievement
C	Average achievement
D	Minimal achievement
E	No achievement

Literacy

Reading, writing, word study, listening, speaking, viewing, presenting, and literature are included in literacy instruction in all grades. Although each subject may be taught separately at times, they are integrated for learning and mutually reinforced across the curriculum.

Reading

Reading is the process of constructing meaning from written language. Fifth graders will be expected to read both literature and informational text. Children will use the foundational skills and strategies introduced in previous grades to read fluently at grade level.

Students will be responsible for:

- Literature comprehension
- Informational text comprehension
- Foundational skills

Constructs meaning from literature

- Understands story elements (characters, settings, events, main idea, problems/solutions, theme, author's purpose, point of view)
- Uses appropriate reading strategies (prior knowledge, context clues, inferences, rereading, etc.)

Constructs meaning from informational text

- Summarizes accurately
- Utilizes pertinent information
- Uses appropriate reading strategies (prior knowledge, context clues, identification of text type, skimming/scanning, inferences, rereading, etc.)

Foundational Skills

- Reads with sufficient accuracy and fluency to support comprehension
- Applies grade-level phonics and word analysis skills in decoding words

Writing

Writing is an essential form of communication. It is used across the curriculum. One way to foster development in writing is through the writing process. The writing process consists of prewriting, writing, revising, editing, and publishing. Children will be encouraged to write in a variety of genres using the 6+1 Traits (ideas, organization, word choice, sentence fluency, voice, conventions, and presenting).

Students will be responsible for:

- Narrative writing
- Informational writing
- Opinion writing
- Writing Process and Collaboration

Narrative Writing

- Writes narratives to develop real or imagined experiences or events using effective technique (dialogue, description, etc.)
- Incorporates well-chosen details
- Provides beginning, middle, end

Informational Writing

- Introduces a topic
- Logically organizes the information
- Includes relevant facts, concrete details, specific examples
- Includes a concluding statement

Opinion Writing

- Introduces a topic
- States an opinion
- Creates an organizational structure with logical ordered reasons
- Supports opinion with facts and details
- Includes a concluding statement

Writing Process and Collaboration

- Individually uses the writing process
- Works with others in the writing process

Fine Motor Skills

- Demonstrates fine motor skills
- Demonstrates fluency while writing cursive
- Accurately forms letters of the cursive alphabet

Mathematics

Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to imagine, to reason logically and to use a variety of mathematical methods to solve problems—all important tools for children’s futures. A mathematically powerful person should be in the process of developing the following Standards for Mathematical Practice:

1. Make sense of problems and perseverance in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

1. **Demonstrates foundational skills**

- Fluency of basic facts (addition, subtraction, multiplication, division)

2. **Demonstrates knowledge and skills in concepts and procedures**

- Write and interpret numerical expressions
- Analyze patterns and relationships
- Perform operations with multi-digit whole numbers and with decimals to hundredths
- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Convert like measurement units within a given measurement system
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify two-dimensional figures into categories based on their properties

3. **Uses problem solving strategies**

- Solve real-world problems using a variety of methods

4. **Understands and uses mathematical communication**

- Use words, mathematical symbols, or pictures to explain mathematical thinking
- Solve problems collaboratively
- Write about the math used, in addition to providing an answer

Science

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

1. **Demonstrates an understanding of Engineering, Technology, and Applications of Science**

2. **Demonstrates an understanding of Life Science**

3. **Demonstrates an understanding of Earth and Space Science**

4. **Demonstrates an understanding of Physical Science**

Project Lead the Way

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary units in the areas of life science, physical science, earth and space science, technology and engineering. The units are designed with compelling activities, projects, and problems that build upon each other and relates to the world around them.

Project Lead the Way Fifth Grade Modules:

- **Robotics and Automation** – Students explore the ways robots are used in today’s world and their impact on society and the environment. Students learn about a variety of robotic components as they build and test mobile robots that may be controlled remotely. Angelina, Mylo, and Suzi are tasked with designing a mobile robot that can remove hazardous materials from a disaster site. Students are then challenged to design, model, and test a mobile robot that solves this design problem.

- **Robotics and Automation: Challenge** – Students expand their understanding of robotics as they explore mechanical design and computer programming. This module focuses on developing skills needed to build and program autonomous robots. Angelina, Mylo, and Suzi are tasked with designing an automatic-guided vehicle to deliver supplies to a specific area in a hospital without being remotely controlled by a person. Inspired by this design problem, students work with a group to apply their knowledge to design, build, test, and refine a mobile robot that meets a set of design constraints.
- **Infection: Detection** – Students explore transmission of infection, agents of disease, and mechanisms the body uses to stay healthy. Through a simulation, they compare communicable and non-communicable diseases. In the design problem, Suzi comes down with a fever and sore throat, and her friends wonder how this illness might have spread across the school. Students tackle the design problem by examining evidence to deduce the agent of infection, the likely source of the outbreak, and the path of transmission through a school. They design and run an experiment related to limiting the spread of germs and apply results to propose appropriate prevention methods.
- **Infection: Modeling and Simulation** – In this module, students investigate models and simulations and discover powerful ideas about computing. The design problem – related to the Infection: Detection module – is introduced as Mylo and Angelina look to model an infectious disease to simulate how an illness spread through their class. Applying their new understandings, students program their own models and collect data by running simulations with different parameters.

Social Studies

The fifth grade theme for the Midland Public Schools’ social studies program is **United States History (Beginnings to 1800)**. Students will focus on social studies knowledge (history, geography, civics, economics) concepts and skills related to the units of study.

Additionally, social studies concepts will be integrated across disciplines using multiple strategies and resources to foster students’ ability to become responsible and participating citizens.

The major units of study are Economics, Ancient Americans, Explorations and Encounters, Colonial Heritage, American Revolution, and New Nation and Government.

AREAS OF ASSESSMENT

1. Understands the relationship between people and the environment
2. Understands the connection between causes and consequences
3. Understands how societies construct organizations and systems
4. Understands how geography and human experiences give a place its identity
5. Understands the role of public discourse, decision making, and citizen involvement
6. Understands the impact of economic activities

ART

Art reflects vision, integrates knowledge, extends thinking, and creates standards of excellence.

Art instruction provides children with opportunities to develop their perceptions, appreciation and creative ability in the visual arts. Lessons and activities in fifth grade are designed to encourage creativity, self expression, and commitment to quality. The art specialist and classroom teacher work cooperatively to teach art skills which are often applied in other curricular areas.

Students will be responsible for:

- showing originality
- respecting the work of others
- developing an appreciation for visual arts
- using supplies appropriately
- understanding purpose and use of materials and tools
- finishing projects independently
- creating art that has personal meaning
- creating art that has curricular meaning
- acquiring a vocabulary to describe works of art
- applying introduced skills and techniques
- participating cooperatively as an individual and group member
- following directions
- developing self-discipline
- committing to quality work
- developing the attributes of the Learner Profile

1. Shows cooperative behavior.

- 4 Encourages others to follow directions, use supplies appropriately and respect the work of others.
- 3 *Follows directions, uses supplies appropriately, respects the work of others.***
- 2 Follows directions, uses supplies appropriately, respects the work of others, with reminders.
- 1 Has difficulty following directions, respecting the work of others or using supplies appropriately.

2. Acquiring skills in art techniques and concepts.

- 4 Demonstrates self motivation to expand concepts and techniques taught.
- 3 *Consistently demonstrates an understanding of concepts and techniques taught.***
- 2 Generally demonstrates an understanding of concepts and techniques taught.
- 1 Has difficulty demonstrating an understanding of concepts and techniques taught.

MUSIC

Music provides children opportunities for aesthetic expression and appreciation. The MPS elementary music curriculum provides experiences through listening, singing, movement, and the use of Orff instruments (e.g., mallet keyboards, etc.)

The curriculum is designed to provide increased awareness and appreciation of the elements of music. The music specialist and classroom teacher work cooperatively to complement other curricular areas where appropriate by integrating core concepts into a number of music activities.

Classes meet for thirty-five minutes each week.

Fifth grade students may elect to participate in the choir or beginning band or orchestra program. Choir meets once weekly while Band and Orchestra meet three times a week for thirty minutes each.

(Some of these classes meet outside the normal school time such as prior to the morning start time, at lunch hour or immediately after school.) Instruments are available through MPS for the fifth grade year, and performances are scheduled at various points of development. Specific information is distributed by the music teacher during the first week of school in late August.

Fifth grade vocal and instrumental music students will be responsible for:

- learning to match pitch vocally
- learning to keep a steady beat
- distinguishing between high - low, loud - soft, and fast - slow
- handling instruments with care, concern, and proper technique
- participating cooperatively in a group, while making individual contributions as well
- demonstrating an echoed rhythmic pattern
- learning to read written pitches within a limited range
- learning to read notated rhythms and accurately clap these rhythms
- learning to differentiate between steps, skips, and repeated tones
- learning to appreciate and enjoy a variety of musical styles and sounds
- performing with their classmates in appropriate school events (as determined by the music specialist and building principal)
- developing the attributes of the Learner Profile

1. Shows cooperative behavior

- 4 Demonstrates to other students the proper techniques for the use of instruments, consistently serves as a positive role model for other students, encourages other students to follow directions and value vocal music, participates with an enthusiasm and maturity beyond his/her age.
- 3 Shows care and concern for proper handling of instruments, works well with others, consistently follows directions, participates with enthusiasm.**
- 2 Demonstrates an understanding of the use of instruments but does not always use good judgment, learning to work with other students, generally follows directions, participates.
- 1 Misuses instruments, mistreats other students, does not follow directions, does not participate.

2. Acquiring pitch skills

- 4 Is able to exceed the grade level standard for pitch matching, and can make proper adjustments to intonation errors.
- 3 Is able to achieve the grade level standard for pitch matching.**
- 2 Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard.
- 1 Is not yet able to match pitch and struggles in making progress toward this goal.

3. Acquiring rhythm skills

- 4 Is able to exceed the grade level standard for keeping a steady beat, and can make proper adjustments to tempo/pulse errors. May also indicate comfort with compound rhythmic figures and subdivisions beyond grade level standard.
- 3 Is able to achieve the grade level standard for keep a steady beat and rhythmic subdivision.**

- 2 Shows an understanding of the challenges in keeping a steady beat, and is working toward achieving the grade level standard.
- 1 Is not yet able to keep a steady beat and struggles in making progress toward this goal.

PHYSICAL DEVELOPMENT

Each week students develop sports related skills and maintain fitness with the help of the physical education specialist and the classroom teacher. During this time, students will participate in activities designed to introduce sport-specific skills, as well as refining such fundamental skills as skipping, throwing, catching and jumping. Students are expected to follow the rules of the games, demonstrate cooperative team effort, and sustain physical activity. Health topics are also a component of the physical education/development curriculum.

Students will be responsible for:

- acquiring and maintaining physical fitness
- sustaining physical activity
- showing cooperative behavior
- following directions of the game/activity/instructor
- displaying good sportsmanship
- using equipment appropriately
- participating in physical activities
- acquiring sport-specific skills
- identifying ways to prevent transmission of germs that cause communicable diseases
- developing a plan that incorporates exercise, sleep and rest in the daily routine
- listing signs of stress and describing positive ways to handle stress
- examining nutritional contents of snacks and selecting examples of healthy snacks
- developing the attributes of the Learner Profile

1. Acquiring sports skills.

- 4 Exceeds expectations in cooperative team effort and sport-specific skills.
- 3 Consistently demonstrates cooperative team effort and sport-specific skills.**
- 2 Inconsistently demonstrates cooperative team effort and sport-specific skills.
- 1 Has not demonstrated cooperative team effort or sport-specific skills.

2. Acquiring and maintaining fitness.

- 4 Exceeds expectations in both effort and sustained physical activity.
- 3 Consistently completes sustained physical activity.**
- 2 Inconsistently completes sustained physical activity.
- 1 Tires easily during sustained physical activity.

3. Shows cooperative behavior.

- 4 Encourages others to follow directions and work with others, display good sportsmanship and use equipment appropriately.

- 3 **Follows directions and works well with others, displays good sportsmanship and uses equipment appropriately.**
 - 2 Inconsistent in following directions and working with others, displaying good sportsmanship and/or using equipment appropriately.
 - 1 Has difficulty following directions and working with others, displays poor sportsmanship or misuses equipment.
4. Participates.
- 4 Participates with enthusiasm.
 - 3 **Consistently involved in appropriate activities.**
 - 2 Inconsistently involved in appropriate activities.
 - 1 Refuses to join in physical activities or shows little or no effort.

SPANISH

Children today learn a world language through a different approach than their parents did with instruction being presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach.

A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem solving and critical and divergent thinking) can be developed over time.

The core of Spanish instruction is made up of language skills (listening, speaking, reading, writing and viewing), as well as culture appreciation and some connections to the basic skills areas (such as mathematics, global awareness, language arts, music, physical activities, technology, art and science). Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, storytelling, physical expression, and drawing. Developing listening comprehension in the fifth grade is a very important part of the communication process. Listening comprehension, speaking, storytelling and functional messages build the language base necessary for reading and writing.

At this level, reading and writing continue through the whole language approach as well as through exposure to phonics and sight words. Pair and group activities allow for extra practice and take place in a meaningful context. Listening, speaking, reading and writing are integrated into the instruction time throughout the year with one skill receiving more attention than others at various times.

Students will be responsible for:

- demonstrating knowledge of the sound of the consonants and vowels for spelling purposes
- developing booklets various topics
- reading using the whole language approach
- expressing likes/dislikes
- identifying and comparing how peers celebrate selected national holidays in the Hispanic cultures
- expressing and/or asking permission for personal needs
- responding to Spanish cues and directions
- enjoying literature, cultural activities and Hispanic music
- recognizing cognates
- developing the attributes of the Learner Profile

1. Demonstrates listening comprehension (following directions, repeating and responding)
 - 4 Applies prior learning in new situation; follows verbal directions, repeats or responds consistently; responds accurately to verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in limited unfamiliar contexts.
 - 3 Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in familiar contexts.**
 - 2 Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues; infers meaning by recognition of limited cognates, key words or phrases in familiar contexts.
 - 1 Is not able to follow, repeat or respond to verbal directions; is unable to respond to simple verbal, total physical response or concrete clues; is unable to infer meaning by recognition of cognates, key words or phrases in familiar contexts.

2. Uses content through speaking, reading, writing
 - 4 Produces words that correspond to objects, visuals, gestures and illustrations spontaneously; uses words and phrases independently; begins to apply learned structures to new situations in speaking or reading; copies and spells with accuracy and begins to write on their own.
 - 3 Produces words on familiar topics that correspond to objects, visuals, gestures or illustrations; imitates modeled words and phrases and uses them independently in speaking or reading; writes consistently with accuracy.**
 - 2 Produces some words that correspond to objects, visuals, gestures or illustrations in speaking; imitates some modeled words and phrases in speaking or reading; inconsistently writes with accuracy.
 - 1 Is not able to produce words that correspond to objects, visuals, gestures or illustrations; is unable to imitate modeled words and phrases in speaking or reading; is unable to write with accuracy.

3. Demonstrates Hispanic cultural awareness
 - 4 Demonstrates a solid understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); shows exemplary awareness of differences and similarities between the Hispanic and home cultures; independently applies cultural awareness.
 - 3 Demonstrates a clear understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the Hispanic and home cultures.**
 - 2 Hesitant, but occasionally demonstrates an understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the Hispanic and home cultures.
 - 1 Does not demonstrate an understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); cannot discriminate differences and similarities between the Hispanic and home cultures.

4. Is a cooperative learner

- 4 Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities.
- 3 Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities.**
- 2 Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting.
- 1 Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teachers and classmates.