



5th Grade Personalized Learning Plan

Student Name: _____ Student Number: _____ Grade: _____

EF Name: _____ EF Number: _____ Year: _____ Fall/Spring

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards. Please consult with your teacher in choosing and checking off the agreed standards to be met.

_____ **Language Arts**

- Reading:** Understand elements of plot, conflict, resolution and theme, draw conclusions
Discern main idea and evidence that supports it, distinguish facts, support inferences and opinions in text
- Writing:** Identify synonyms, antonyms, and homophones, connotation & denotation
Write multi-paragraph compositions with point of view, identify topic sentences, supporting sentences, and extraneous material, biography with plot & sensory detail, response to literature, persuasive text stating a clear position, essays & research reports with simple facts using chronological order, cause & effect, and fact vs. opinion
Edit for awkward construction, punctuation & capitalization including the apostrophe, comma with conjunction, items in a series, colon with list, first word in a quote, letter parts, proper nouns, title of people, and identify misspellings

_____ **Mathematics**

- Number Sense:** Add, subtract, multiply & divide whole numbers and decimals
Know multiplication and division facts up to 12
Identify & represent on a number line decimals, fractions, positive & negative numbers
Interpret percents as part of 100; find decimal & percent equivalents for common fractions
Solve simple problems of addition & subtraction of fractions and mixed numbers
- Algebra:** Solve for x in simple one-step equations
Identify and graph ordered pairs on a coordinate plane
- Geometry:** Compute the volume and area of simple objects
Measure length and convert between units of the same system
- Reasoning:** Know the difference between mean, median and mode
Use grids, tables, graphs & charts to record and analyze data

_____ **Science**

- Physical:** All matter is made of atoms which may combine to form molecules, each element is made of one kind of atom and that elements are organized by their chemical properties
Differences in chemical & physical properties of substance are used to separate mixtures
- Life:** Plants & animals have structures for respiration, digestion, and waste disposal
Plant & animal cells break down sugar to obtain energy resulting in respiration & CO₂
- Earth:** Water on Earth moves between the oceans and land through the processes of evaporation and condensation, most of the water is present as salt water in the oceans
The solar system consists of planets and other bodies that orbit the Sun in predictable paths
- Investigation:** Plan & conduct a simple investigation based on a student developed question
Identify the dependent, independent and controlled variables in an investigation
Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion

_____ **History/Social Science (US – Making a new nation)**

- History:** Describe how geography & climate influenced the way various nations lived
Know the early explorers and the technological developments that made sea exploration possible

- Describe competition among English, French, Spanish, & Indian Nations for control of North America, know the fur trade, military alliances, treaties, and cultural interchanges
 Identify the major individuals and groups responsible for the founding of the various colonies
 Revolution: Understand how political, religious & economic ideas and interests brought about the American Revolution
 Know the people and events associated with the drafting & signing of the Declaration of Independence
 Identify and map the major military battles, campaigns, and turning points of the war
 Describe the contributions of France & other nations and individuals to the outcome of the war
 Government: Explain the early democratic ideas & practices that emerged during the colonial period
 Understand the fundamental principles of American constitutional democracy, how government derives its power, and how the Constitution is designed to secure liberty
 Know the location of the current 50 states and the names of their capitals

_____ **Physical Education**

- Movement: Use correct technique in performing physical fitness conditioning and testing
 Formally assess health related physical fitness levels as defined by the State mandated test
 Self Image: Set personal goals for developing and maintaining a healthy lifestyle
 Social Image: Accept responsibility for leading (team captain) and following (teammate)
 Demonstrate good sportsmanship

Optional Electives (Technology, Visual/Performing Arts, Foreign Language)

- _____ Technology: Collect, organize, analyze, and present information using a database or spreadsheet
 Gather information using a variety of electronic resources including the Internet
 Be adept at all three rows of the keyboard and type 10-15 words per minute
 _____ Visual/
 Performing Arts: Engage in activities that describe how the artist uses elements and principles of art to convey an idea or feeling, be aware of art from different cultural views
 Demonstrate appropriate level of technical skill to produce prints, drawings, and 3-D artwork
 Explore communication media to develop an appreciation for commercial art
 Identify and describe instruments and musicians from various cultures and time periods
 Participate in choral and/or instrumental ensemble performances
 Create original music to accompany a short story
 _____ Foreign Language: Cultures: Gain knowledge and understanding of other cultures.
 Study the daily life, education, food, entertainment, economy, location, weather, music, family life, government, recreation, language, history, region, size of the country, religion, dress, and possible native contact/interaction.
 Communication: alphabet, numbers, telling time, greetings, farewells, obtaining information, express feelings and emotions, exchange opinions, interpret written and spoken language on a variety of topics, present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

 Parent/Guardian Signature

 Date

 Student Signature

 Date

 Educational Facilitator Signature

 Date