

Curriculum Grid for 4th-5th Grades

	4th-5th Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Goal Setting	Inclusiveness	Identify Theme in a Text	Using Figurative Language	Writing a Poem	How Shapes and Forms Are Used	Ecosystems	Extreme Destinations	Amazing Innovations	Migration and Immigration
English Language Arts (Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)										
Reading for Literature										
Determine the theme of a story, drama, or poem from details in the text. (RL.4-5.2)			•		•					
Refer to parts of stories when speaking about a text, using appropriate vocabulary. (RL.3-4.5)			•							
Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)			•							
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)				•						
Compare and contrast stories in the same genre on their approaches to similar themes and topics. (RL.5.9)				•						
Reading: Foundation Skills										
Read on-level text with purpose and understanding. (RF.4-5.4a)			•		•					
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.4-5.4b)					•					
Writing										
Compose an opinion on topics or texts, supporting a point of view with reasons and/or information. (W.4-5.1)			•		•					
Recall information from experience or gather information from print and digital sources. (W.4-5.8)			•	•	•					
Speaking and Listening										
Engage effectively in a range of collaborative discussions. (SL.4-5.1)	•	•	•	•	•	•	•	•	•	•
Follow agreed-upon rules for discussions. (SL.4-5.1b)	•	•	•	•	•	•	•	•	•	•
Ask questions to check understanding of information presented. (SL.3-4.1c)	•	•	•	•	•	•	•	•	•	•

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Explain one's own ideas and understanding. (SL.4.1a)	•	•	•	•	•	•	•	•	•	•
Ask and answer questions about information from a speaker. (SL.4.3)	•	•	•	•	•	•	•	•	•	•
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. (SL.5.4)	•	•	•	•	•	•	•	•	•	•
Language										
Acquire and accurately use grade-appropriate, domain-specific words and phrases. (L.4-5.6)				•	•					
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.4-5.5)			•	•	•					
Use knowledge of language and its conventions when writing, speaking, reading, and listening. (L.4-5.3)					•					
Mathematics (Common Core Standards for Mathematics)										
Geometry										
Classify two- or three-dimensional figures into categories based on their properties. (4-5.G.1-3)						•				
Represent two- or three-dimensional shapes in the context of solving real-world problems. (5.G.2)						•				
Science (A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas)										
Life Sciences										
Identify ways that changes in an organism's environment affect an organism's behavior and ability to survive. (5.LS2.A)							•	•		
Understand that populations of organisms living together and the physical factors with which they interact compose an ecosystem. (5.LS2.D)							•			
Understand that humans obtain living and nonliving resources from their environments. (5.LS4.D)							•	•		
Develop an understanding of populations and ecosystems. (5.LS2.D)							•			
Understand that populations or organisms can be categorized by the function they serve in an ecosystem. (5.LS2.A)							•			

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Earth and Space Sciences										
Develop an understanding of Earth's major systems and how they support a variety of ecosystems and organisms. (5.ESS2.A)								•		
Identify some of Earth's major natural resources on which humans depend for survival. (5.ESS3.A)								•		
Describe atmospheric and weather conditions. (5.ESS2.D)								•		
Investigate locations and conditions where earthquakes and volcanoes occur. (5.ESS2.B)								•		
Social Studies (Compiled from State Standards in Texas, Florida, Georgia, and New York)										
History										
Research and examine technological innovations from a particular era or period of time.									•	
Identify ways in which people lived and thought before and after common use of a particular technological innovation.									•	
Research a time when migration or immigration happened in a community.										•
Investigate a particular time or place where migration or immigration occurred.										•
Geography										
Investigate the movement of populations to different regions for both biological and sociological reasons.										•
Economics										
Identify reasons behind changes in population demographics, size, and distribution.										•
Identify ways in which new and varied populations contribute to the economy of a community.										•
Investigate changing patterns in industry and trade as a cause and result of migration and immigration.										•
Citizenship										
Investigate how people become citizens in a given region and what their civic responsibilities and rights are.										•
Culture										
Analyze the impact of technological innovations on the way people live and think.									•	

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Science and Technology in Society										
Identify technological innovations used in one's own community.									•	
Think critically about the future impact of technological innovations on how people live and think.									•	
Character Education*										
Conflict Resolution and Mediation										
Identify inclusive and exclusive behavior.		•								
Develop strategies to weigh options and possible outcomes in a given situation.		•								
Develop strategies to promote meaningful inclusion of others.		•								
Reflection										
Evaluate one's own actions in a given situation.		•								
Evaluate the actions of another person or group in a given situation.		•								
Personal Expression										
Develop vocabulary to express one's thoughts and feelings effectively.	•	•								
Creative and Critical Thinking										
Evaluate possible outcomes in a given situation.	•	•								
Goal Setting										
Set personal goals for achievement.	•									
Identify personal achievements.	•									
Develop strategies to organize and prioritize.	•									

*As Character Education is not yet part of a standardized curriculum, these curriculum strands have been developed by LEGO® Education using several leading educational resources, texts, programs and theories. These include: The 7 Habits of Highly Effective People by Stephen Covey, recommendations from the Collaborative for Academic, Social, and Emotional Learning, and the Tribes Learning Community approach.