



Standards By Design:

Fifth Grade for English Language Arts & Literacy (CCSS)



English Language Arts & Literacy (CCSS)

Fifth Grade

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

5.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

5.RF.1 There is not a grade 5 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

Anchor Standard: There are no anchor standards associated with Foundational Skills.

5.RF.2 There is not a grade 5 standard for this concept. Please see preceding grades for more information.

Phonics and Word Recognition

Anchor Standard: There are no anchor standards associated with Foundational Skills.

5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

5.RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.

Text Types and Purposes

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

5.W.10 Write routinely over extended time frames (time for research, 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.

Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Comprehension and Collaboration

Anchor Standard 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.

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

Anchor Standard 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.

5.SL.4 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.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.



Standards By Design:
Fifth Grade for Science (2014)



Science (2014)

Fifth Grade

The performance expectations in fifth grade help students formulate answers to questions such as: "When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?"

Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.

5-PS1 Matter and Its Interactions

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.

Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.

Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.

Assessment Boundary: Assessment does not include distinguishing mass and weight.

5-PS1-3 Make observations and measurements to identify materials based on their properties.

Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.

Assessment Boundary: Assessment does not include density or distinguishing mass and weight.

5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2 Motion and Stability: Forces and Interactions

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

Assessment Boundary: Assessment does not include mathematical representation of gravitational force.

5-PS3 Energy

5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Clarification Statement: Examples of models could include diagrams, and flow charts.

5-LS1 From Molecules to Organisms: Structures and Processes

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

5-LS2 Ecosystems: Interactions, Energy, and Dynamics

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.

Assessment Boundary: Assessment does not include molecular explanations.

5-ESS1 Earth's Place in the Universe

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.

Assessment Boundary: Assessment does not include causes of seasons.

5-ESS2 Earth's Systems

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.

Assessment Boundary: Assessment is limited to the interactions of two systems at a time.

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

5-ESS3 Earth and Human Activity

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

3-5-ETS1 Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.



Standards By Design:

Fifth Grade for Health Education (2012)



Health Education (2012)

Fifth Grade

Benchmark 2 (Grades 4-5) health skills and concepts include learning about alcohol, tobacco and other drug prevention by creating an advocacy campaign at school to follow school rules regarding alcohol and tobacco use. In the prevention and control of disease, students explain health care practices preventing the spread of communicable disease, including HIV/AIDS, Hepatitis B and C and recognize the importance of healthy body systems and how each contributes to personal health.

Students show their understanding environmental health by identifying ways to reduce their exposure to potentially harmful and toxic substances, including second-hand smoke. Students also promote healthy eating by describing how media, cultural and family influences encourage healthy eating practices.

Students recognize diversity among people and demonstrating positive communication skills expressing personal needs, identifying personal characteristics that reflect a healthy self-image will promote the mental, social and emotional health of students. Through identifying personal health benefits (academic, physical, mental, emotional, and social) of physical activity and describing the relationship between physical activity and food consumption students will understand the importance of physical activity.

Students learn about the promotion of sexual health by identifying people in the home, school or community who could provide valid health information about the changes occurring during puberty. Students show their understanding of unintentional injury prevention by demonstrating basic first aid, water safety behaviors, pedestrian, bike, and passenger safety, safe use of equipment during sports/recreational activity and use of helmet and seatbelts as appropriate. Students also learn about violence and suicide prevention by demonstrating how to report unsafe situation to a trusted adult(s) and safe ways to respond to bullying and cyber bullying.

Alcohol, Tobacco and Other Drug Prevention

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

Acquire knowledge and skills to understand the physical, social emotional effects of alcohol, tobacco, and other drugs and their use. [Related ORS: 342.726 Curricula to include Steroids and Performance Enhancing Substances (K-12); Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.05.AT01.CC Describe the benefits of a tobacco and drug-free environment.

HE.05.AT01.ADV Advocate for the benefit of a tobacco and drug-free environment.

HE.05.AT02.CC List reasons why most youth do not use alcohol, tobacco and illegal drugs.

HE.05.AT02.IC Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco and illegal drugs.

HE.05.AT03.CC Identify short-and long-term consequences of alcohol, tobacco, steroids, and other drug use.

HE.05.AT03.AI Locate reliable health resources to gather information on alcohol, tobacco, steroids, and other drug use.

HE.05.AT04.CC Identify that second-hand smoke is harmful to personal health.

HE.05.AT04.SM Demonstrate ways to avoid secondhand smoke. Req)

HE.05.AT05.CC Explain appropriate use of 'over the counter' and prescription drugs.

HE.05.AT05.AI Identify appropriate person(s) to dispense medication to children.

HE.05.AT05.IC Demonstrate communication skills necessary for appropriate use of medication.

HE.05.AT06.CC Identify school policies and state laws related to alcohol, tobacco, and other drug use, possession, and sales.

HE.05.AT06.IC Demonstrate communication skills about policies and laws specific to healthy school and community.

HE.05.AT07.CC Recognize how advertising influences alcohol, tobacco and other drug use.

HE.05.AT07.INF Identify how advertising influences youth to use alcohol and tobacco products.

HE.05.AT07.ADV Encourage youth to recognize advertising influences and to practice media literacy skills.

Prevention and Control of Disease

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related ORS: 336.455 Human Sexuality Education Courses (K-12); Related OARs: OAR 581-022-1440 Human Sexuality Education]

HE.05.PC01.CC Differentiate between communicable diseases and non-communicable diseases.

HE.05.PC01.AI Identify examples of communicable and non-communicable

HE.05.PC02.CC Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.

HE.05.PC02.SM Demonstrate effective health care practices.

HE.05.PC02.GS Set goal for personal health care.

HE.05.PC02.ADV Encourage effective health care practices at home and school.

HE.05.PC02.CC Recognize the importance of healthy body systems and how each contributes to personal health.

HE.05.PC02.AI Describe how each body system contributes to personal health.

HE.05.PC02.GS Set goal and track progress to improve/ maintain personal health.

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related ORS: 339.883 Tobacco Free Schools (K-12); Related OARs: 581-021-0110 Tobacco Free Schools (K-12); 333-015-0025 -0085 Tobacco and Public Places]

HE.05.PE01.CC Identify sources of air and water pollution and how pollution affects health.

HE.05.PE01.AI Identify healthy behaviors that reduce air and water pollution.

HE.05.PE01.SM Demonstrate healthy behaviors that reduce air and water pollution.

HE.05.PE01.GS Set goal and track progress for active transportation to/from school.

HE.05.PE01.ADV Encourage others to choose active modes of transportation for school/community-wide effort to reduce air pollution.

HE.05.PE02.CC Describe why and how to reduce exposure to the sun (UV radiation).

HE.05.PE02.SM Demonstrate effective protection from UV rays.

HE.05.PE03.CC Identify ways to reduce exposure to potentially harmful and toxic substances including second-hand smoke.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

HE.05.PE03.GS Assess home or school environment and set goal for a safe, healthy environment.

Promotion of Healthy Eating

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases. [Related ORS: 336.423 Local Wellness Program; Related PL: Public Law 108–265, Section 204, USDA School Policy 42-2011 - Child Nutrition Reauthorization 2010]

HE.05.PH01.CC Describe the food groups, nutrients and portion size in the USDA recommended guidelines.

HE.05.PH01.AI Identify a variety of foods from each food group as healthy eating choices.

HE.05.PH01.DM Use decision-making skills when choosing school breakfast and/or lunch options.

HE.05.PH02.CC Explain the importance of variety and moderation in food choices and consumption.

HE.05.PH02.SM Prepare and choose healthy snacks and meals.

HE.05.PH02.GS Set a personal goal to eat a variety of healthy foods.

HE.05.PH02.ADV Advocate for foods and beverages that meet Oregon law.

HE.05.PH03.CC Explain the importance of drinking healthy beverages and water daily.

HE.05.PH03.ADV Advocate for healthy beverages at school.

HE.05.PH04.CC Explain how healthy eating habits can lead to wellness.

HE.05.PH04.INF Describe how media, cultural and family influences encourage healthy eating practices.

HE.05.PH04.ADV Advocate for healthy eating habits at home and school.

HE.05.PH05.CC Identify how to keep food safe for consumption.

HE.05.PH05.GS Set a goal to prepare a healthy meal at home.

Promotion of Mental, Social and Emotional Health

Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal relationships. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-0711 Child Abuse Reporting; 81-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.05.PM01.CC Describe how pro-social behaviors help to build and maintain healthy relationships.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

HE.05.PM01.AI Identify people to talk with about social/emotional needs and relationships.

HE.05.PM01.SM Demonstrate pro-social behaviors including respect for self and others.
(Essential)

HE.05.PM01.IC Demonstrate verbal and non-verbal, pro-social communication.

HE.05.PM02.CC List characteristics that contribute to a healthy self -image.

HE.05.PM02.SM Identify personal characteristics that reflect a healthy self-image.

HE.05.PM02.INF Analyze how culture, media and others influence feelings related to self-image.

HE.05.PM03.CC Describe different emotions.

HE.05.PM03.SM Demonstrate appropriate ways to express emotions, wants, and needs.

HE.05.PM03.IC Explain how the expression of emotions may help and/or harm self and others.

HE.05.PM04.CC Describe child abuse reporting law.

HE.05.PM04.AI Identify school and community resources to report child abuse.

HE.05.PM05.CC Identify personal stressors at home, in school and with peers.

HE.05.PM05.SM Demonstrate healthy strategies to manage stress.

HE.05.PM05.GS Set a goal related to a personal stressor and track progress with a stress management plan.

HE.05.PM05.ADV Encourage others to manage stress with healthy strategies.

HE.05.PM06.CC Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.

HE.05.PM06.IC Verbally and non-verbally communicate respect for diversity.

HE.05.PM06.ADV Advocate respect for diversity.

HE.05.PM07.CC Recognize the prevalence of eating disorders and disease amongst youth.

HE.05.PM07.INF Identify how culture, media, and technology influence food choice/ consumption, and eating behavior.

Promotion of Physical Activity

Acquire knowledge and skills to understand the role physical activity has in promoting health. [Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12); 329.496 – 501 Physical Education Requirements (K-12); Related OAR: 581-022-1661 Physical Education Requirements (K-12); 581-022-0416 Steroids and Performance Enhancing Substances (K-12)]

HE.05.PP01.CC Recognize health benefits of physical activity.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

HE.05.PP01.SM Identify personal health benefits (academic, physical, mental, emotional, and social) of physical activity.

HE.05.PP01.GS Set a goal to participate in daily physical activity and track progress.

HE.05.PP01.ADV Advocate for daily physical activity.

HE.05.PP02.CC Explain the components of health-related fitness; strength, flexibility, cardiovascular endurance.

HE.05.PP02.AI Identify physical activity examples that improve strength, flexibility, and cardiovascular endurance.

HE.05.PP03.CC Describe the correct use of safety equipment during physical activity.

HE.05.PP03.SM Demonstrate the correct use of safety equipment during physical activity.

HE.05.PP03.ADV Advocate for helmet use when biking, scootering, skateboarding, snowboarding, and skiing.

HE.05.PP04.CC Describe the relationship between physical activity and food consumption.

HE.05.PP04.AI Explain the balance/imbalance of physical activity and food consumption.

HE.05.PP04.INF Identify how media influences the balance/imbalance between physical activity and food consumption.

Promotion of Sexual Health

Acquire knowledge and skills to understand the importance of safe behaviors in maintaining sexual health. [Related ORS: 336.455 Human Sexuality Education (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1210 District Curriculum and Instruction (K-12); 581-022-1440 Human Sexuality Education (K-12)]

HE.05.PS01.CC Describe physical, social, and emotional changes that occur during puberty.

HE.05.PS01.AI Identify people at home, school or in the community who can provide medically accurate information about puberty.

HE.05.PS02.CC Identify health care practices related to physical changes during puberty.

HE.05.PS02.AI Identify people at home, school or in the community who can provide information about health care practices during puberty.

HE.05.PS02.SM Demonstrate personal health care practices.

HE.05.PS03.CC Recognize female and male reproductive systems including reproductive anatomy and function.

HE.05.PS03.AI Identify medically accurate information about female and male anatomy.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

HE.05.PS03.SM Demonstrate use of medically accurate language for reproductive anatomy and reproduction.

HE.05.PS04.CC Recognize that puberty prepares female and male reproductive systems for the potential to reproduce.

HE.05.PS04.AI Describe physical changes related to reproduction, including menstruation.

HE.05.PS05.CC Identify sexual orientation as the romantic attraction to someone of different or same gender.

HE.05.PS05.AI Identify trusted adult(s) to seek information about sexual orientation. and healthy sexuality.

HE.05.PS05.SM Demonstrate respect for self and others.

HE.05.PS06.CC Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.05.PS06.INF Identify influences that encourage young people to be abstinent.

HE.05.PS06.ADV Advocate for choosing abstinence.

HE.05.PS07.CC Identify HIV and methods of transmission.

No skill listed for this concept

HE.05.PS08.CC Recognize sexual harassment and sexual abuse.

HE.05.PS08.AI Identify trusted adult(s) to report sexual harassment or sexual abuse.

HE.05.PS08.SM Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.

HE.05.PS08.SM Practice and use refusal skills.

HE.05.PS09.CC Identify how culture, media and technology influence our ideas about healthy relationships.

No skill listed for this concept

HE.05.PS10.CC Describe the characteristics of a healthy relationship.

HE.05.PS10.IC Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.

Unintentional Injury Prevention

Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related ORS: 336.071 Emergency drills and instruction (K-12); Related OAR: 581-022-1210 District Curriculum (K-12); 581-022-1420 Emergency plans and safety programs (K-12)]

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

HE.05.UI01.CC Identify labels on home and school products that give information about harmful ingredients.

HE.05.UI01.AI Explain signs and symbols that indicate harm to personal safety and health.

HE.05.UI01.SM Demonstrate safe and healthy behaviors.

HE.05.UI01.ADV Advocate for safe, healthy products and places.

HE.05.UI02.CC Describe ways to prevent fires and reduce the risk of injuries in case of fire.

HE.05.UI02.AI Identify how fires start and how fires can be prevented.

HE.05.UI02.IC Demonstrate refusal skills if pressured to misuse fire or fireworks.

HE.05.UI03.CC Identify safe behaviors in and around water.

HE.05.UI03.SM Demonstrate water safety behaviors.

HE.05.UI03.IC Demonstrate communication skills encouraging water safety behavior.

HE.05.UI03.ADV Encourage family and friends to practice water safety behavior.

HE.05.UI04.CC Identify safe behaviors when traveling to and from school and in the community.

HE.05.UI04.SM Demonstrate pedestrian, bike, and passenger safety.

HE.05.UI04.DM Use decision making process when walking and biking to/from school and in the community.

HE.05.UI05.CC Describe safe equipment use and behavior during sports/recreational activity.

HE.05.UI05.SM Demonstrate safe equipment use and behavior during sports/recreational activity.

HE.05.UI06.CC Explain what to do during an emergency and/or natural disaster (e.g., flood, tsunami, earthquake).

HE.05.UI06.SM Demonstrate safe behavior during an emergency.

HE.05.UI06.GS Set a goal to develop an emergency plan, and practice it.

HE.05.UI07.CC Identify basic first aid procedures.

HE.05.UI07.SM Demonstrate basic first aid.

HE.05.UI08.CC Recognize importance of protecting vision and hearing.

HE.05.UI08.SM Demonstrate safe behaviors for vision and hearing.

HE.05.UI09.CC Describe injury prevention laws.

HE.05.UI09.AI Explain laws regarding helmet and seatbelt use.

HE.05.UI09.SM Demonstrate helmet and seatbelt use.

HE.05.UI09.ADV Encourage others to always use helmets and seatbelts.

Violence and Suicide Prevention

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.05.VS01.CC Describe pro-social behaviors.

HE.05.VS01.SM Demonstrate pro-social behaviors.

HE.05.VS01.IC Demonstrate refusal skills to prevent violence.

HE.05.VS02.CC Recognize bullying and cyber bullying behavior and what to do in a bullying situation.

HE.05.VS02.AI Identify how to report unsafe situation to trusted adult(s). (Essential)

HE.05.VS02.SM Demonstrate safe ways to respond to bullying and cyber bullying. (Essential)

HE.05.VS02.IC Demonstrate what to say and do as a victim or bystander of bullying and cyber bullying.

HE.05.VS02.ADV Advocate for a safe school environment. (Essential)

HE.05.VS03.CC Recognize the importance of problem solving, anger management and impulse control in violence prevention.

HE.05.VS03.SM Demonstrate problem-solving skills, anger management steps, and impulse control.

HE.05.VS04.CC Identify the differences between physical, verbal and relational violence.

No skill listed for this concept

HE.05.VS05.CC Identify that media and technology contains violent messages and images.

HE.05.VS05.GS Set personal media and technology use goals.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy



Standards By Design:

Fifth Grade for Arts



Arts

Fifth Grade

Benchmark 2 (Grades 4-5) students begin to refine their control over essential elements and organizational principles while identifying the creative process they use and how their choices affect their final expression. Students identify how essential elements and organizational principles contribute to their preferences, identify aesthetic criteria that can be used to analyze works of art, and select which to use to critique their own work. Students begin to describe the influences on works of art and relate common characteristics that reflect social contexts. Students describe how works of art reflect their society, the purposes they serve, and the influences they have on that society.

Create, Present, And Perform

Create, present and perform works of art.

AR.05.CP.01 Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.

AR.05.CP.02 Identify the creative process used, and the choices made, when combining ideas, techniques and problem solving to produce one's work.

Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.

AR.05.CP.03 Create, present and/or perform a work of art and explain how the use of essential elements and organizational principles shapes an idea, mood or feeling found in the work.

Evaluate one's own work, orally and in writing.

AR.05.CP.04 Critique one's own work using self-selected criteria that reveal knowledge of the arts, orally and in writing.

Aesthetics And Criticism

Apply critical analysis to works of art.

AR.05.AC.01 Identify essential elements, organizational principles and aesthetic criteria that can be used to analyze works of art.

Respond to works of art and give reasons for preferences.

AR.05.AC.02 Describe personal preferences and identify how essential elements and organizational principles in a work of art contribute to those preferences.

Understand the interrelationships among art forms.

AR.05.AC.03 Describe how essential elements and organizational principles from various arts disciplines are used in an integrated work of art.

Historical And Cultural Perspectives

Understand how events and conditions influence the arts.

AR.05.HC.01 Identify and describe the influence of events and/or conditions on works of art.

Distinguish works of art from different societies, time periods and cultures.

AR.05.HC.02 Identify and relate common and unique characteristics in works of art that reflect social, historical, and cultural contexts.

Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.

AR.05.HC.03 Describe how works of art from various historic periods reflect the artist's environment, society and culture.

Understand the place of the arts within, and their influences on, society.

AR.05.HC.04 Describe how the arts serve a variety of purposes and needs in other communities and cultures.

AR.05.HC.05 Describe how the arts have influenced various communities and cultures.



Standards By Design:
Fifth Grade for Social Sciences (2011)



Social Sciences (2011)

Fifth Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): U.S. History 1492-1786

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.

5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.

5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.

5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.

5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 5.7. Identify, locate, and describe places and regions in the United States.
- 5.8. Use various types of maps to describe and explain the United States.
- 5.9. Explain migration, trade, and cultural patterns in the United States.
- 5.10. Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.13. Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.16. Describe how national government affects local and state government.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.
- 5.18. Explain the purpose of taxes and give examples from U.S. history of their use.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

- 5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.
- 5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.
- 5.21. Identify and study two or more points of view of an event, issue or problem.
- 5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.



Standards By Design:

Fifth Grade for Physical Education



Physical Education

Fifth Grade

Benchmark 2 (Grades 4-5) physical education students continue to build on achieving mature form of more complex skills (e.g., hand dribble, throw). Students begin to engage in physical activities specifically related to each component of physical fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition), complete standardized fitness testing comprised of these components and with teacher assistance interpret the results. Students become capable of monitoring their own activity and use performance feedback to increase their understanding of a skill as well as to improve performance.

Expressive and Efficient Moving

Demonstrate knowledge of a variety of motor skills.

PE.05.EE.01 Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner.

PE.05.EE.02 Perform one dance or rhythmic activity to music.

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

PE.05.EE.03 Through feedback and practice, demonstrate improvement in performance of a new motor skill.

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

PE.05.EE.04 Use basic offensive and defensive roles in physical activities, or games, or sports.

PE.05.EE.05 Identify rules and procedures in specified physical activities.

Fitness for Lifetime

Demonstrate knowledge of a physically active lifestyle.

PE.05.FL.01 Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates).

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

PE.05.FL.02 Identify and assess the health-related components of fitness.

Self- Management and Social Behavior

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.05.SM.01 Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG