

# CONNECTIONS

## *for School Success*

Dear Parent/Guardian:

This brochure provides an overview of the Wake County Public School System's fifth grade program. You will find a list of the characteristics of fifth grade students as well as sections on language arts, mathematics, social studies, science, computer/technology, and healthful living. It is important to remember that students also have instruction in art, music, and physical education.

Each of these sections should provide you with a better understanding of the major topics included in fifth grade. For example, you can use the language arts and social studies sections to help choose books and other materials to support your child's studies. Although this brochure describes only the fifth grade program, some students will work in language arts or mathematics at a level above or below their grade.

You are an important part of your child's total school program. Your involvement helps make your child's elementary school experiences successful.

**Instructional Services Division**  
*Curriculum and Instruction*

Promotion standards have been established that require students to be proficient in reading, writing, and mathematics before being promoted to the next grade level. **The approved K-8 Promotion and Intervention policy requires students to meet grade level proficiency to be promoted.** Although End-of-Grade tests, as a measure of minimal achievement, are a significant factor in determination of proficiency, multiple other achievement factors are considered. The policy also defines options for intervention and retesting. Refer to the *Sample Learning Activities and Creating Good Homework Habits* for helpful tips for success in this booklet.

The Accelerated Learning Program (ALP) was designed to provide students performing below grade level standards with additional instructional time before and after school, on Saturdays, on teacher workdays, during the summer, and/or during the regular instructional day.

Since we are focusing on improving student achievement, you can help by monitoring your student's progress through interim reports, teacher conferences, and daily by talking with your child about school. Please carefully review your child's report card and test results.

You can expect your child's school to:

1. Conduct information sessions for you, outlining the Promotion and Intervention Policy, the options for your child, and give you the opportunity to ask questions that clarify the program and what you can do to support your child.
2. Contact you by separate letter, mailed to your home, describing the options for your child if he or she is not proficient in reading, writing, or mathematics.
3. Keep you informed as to your child's status relative to attendance and progress if they are in the ALP program.

The Wake County Public School System is deeply committed to making the intervention and support available to all students not meeting promotion requirements so they will have the opportunity to perform at or above grade level and be successful in school. Together, with parents and the community, our students will achieve academic success.

(Additional information about ALP is available from your school's administration or you may access the ALP program outline on the Wake County Public School System's web site at <http://www.wcpss.net>.)

## Sample Learning Activities

- Create a travel brochure of places of interest in North Carolina.
- Use maps of North Carolina and the United States to identify mountains, bodies of water and major cities.
- List and discuss renewable and nonrenewable resources.
- Use more than one simple machine that makes it easier to lift something heavy.
- Choose the best tools to measure your height, weight and temperature. Compare them with the best tools to measure the height, weight and temperature of your breakfast food.
- Show ways that heat moves.
- Put a series of pictures (or cartoons) in a logical sequence.
- Create a personal dictionary.
- Read a book. Retell the story in your own words.
- Use upper and lower case letters in writing.
- Keep a list of books you have read in a reading log.
- Find the next number in a sequence, such as 6, 12, 18, 24, \_\_\_\_.
- Use 2 straws to demonstrate parallel, perpendicular, and intersecting lines.
- Demonstrate and explain why 325 is the same as  $200 + 125$ ; 32 tens 5 ones;  $300 + 20 + 5$ ; 3 hundreds 2 tens 5 ones.
- Measure objects to find their length using customary and metric units.
- Use mental math skills to approximate answers such as, "what number could be added to 250 so the sum is 450."

## Academically Gifted

For information on the Academically Gifted Program, please contact your school's AG Resource Teacher. Informational brochures are available at each school.

## Creating Good Homework Habits

Parents can help children develop good work habits. The following tips can help you help your child develop good homework habits:

- Sit down with your child and schedule a time for completing homework assignments. Homework habits are more easily formed if children work the same time each day.
- Help your child choose an appropriate study location such as a quiet corner, a desk, or a comfortable chair. The location can vary with the assignment.
- Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).
- Ask your child to describe the assignment before beginning, and later show you the completed work or summarize what he or she learned.
- Encourage your child to work on his or her own, but say that you are available for help.
- If your child does need help, look over the material before you begin so you are familiar with the assignment.
- Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval.
- If your child becomes frustrated, put away the assignment for awhile.
- Be available to check work. Praise your child for completing homework.
- When possible, help your child relate homework assignments to everyday life and skills. In general, be encouraging and supportive. Your attitude is contagious.

## Character Traits

Listed below are some character traits that our school system believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities.

**Courage:** Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.

**Good Judgment:** Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.

**Integrity:** Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.

**Kindness:** Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.

**Perseverance:** Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

**Respect:** Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.

**Responsibility:** Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community.

**Self-Discipline:** Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.

## Healthful Living

### Focus Areas

- Media literacy
- Conflict resolution
- Identify feelings of depression and resources for help
- Puberty
- Self protection
- Elements of the FIT principals.
- Assessing personal behaviors and taking responsibility for outcome.
- Manipulative skills that impact the quality of movement patterns.

**Strands:** Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility.

**COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.**

### Objectives

- 1.01 Differentiate between positive and negative stress and demonstrate effective ways to cope with each.
- 1.02 Identify feelings of depression and sadness for which someone should seek help.
- 1.03 Demonstrate the ability to access appropriate resources for individuals experiencing feelings of depression and sadness.

## Healthful Living (con't from page 2)

### COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

#### Objectives

- 2.01 Define personal values and predict how values can affect health behavior.
- 2.02 Evaluate the importance of sleep and rest in relationship to proper growth and development.
- 2.03 Summarize the functions of the male and female reproductive systems.
- 2.04 Analyze how media images can influence perception of a desirable body size and shape.
- 2.05 Evaluate environments (time of day, level of shade/cover, geographic location) and/or activities that might expose someone to harmful rays of the sun and create actions that can be taken or policies that can be written to avoid sun damage.
- 2.06 Evaluate the reliability of health information sources.
- 2.07 Correctly apply basic first aid for common conditions.
- 2.08 Create a personal management plan for preventing tooth decay and periodontal disease.

### COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

#### Objectives

- 3.01 Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner.
- 3.02 Create and demonstrate methods for resolving conflict without violence or avoidance.
- 3.03 Predict the dangers of communicating with individuals you do not know and demonstrate methods for seeking assistance if contacted by a stranger (via internet, telephone, or face to face).

### COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

#### Objectives

- 4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of My Pyramid.
- 4.02 Evaluate the benefits of limiting the consumption of foods and beverages high in fat and added sugar.
- 4.03 Recognize the social significance of food in families and cultures.
- 4.04 Analyze how media images of food choices and eating behaviors may be unhealthy.
- 4.05 Summarize normal weight gain and body changes during puberty.

- 4.06 Compare and contrast the dangers of dieting with healthy weight management.
- 4.08 Predict the short term and long-term benefits of physical activity.

### COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

#### Objectives

- 5.01 Identify short and long-term effects of alcohol use.
- 5.02 Explain reasons why individuals choose not to use alcohol.
- 5.03 Evaluate the information found on the warning labels of tobacco products and predict the effectiveness of these warnings.
- 5.04 Compare and contrast the factors that influence a person's decision to use or not use tobacco.
- 5.05 Demonstrate effective use of assertive refusal skills when declining alcohol, tobacco, and other drugs.

### COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

#### Objectives

- 6.01 Demonstrate various aerobic dances.
- 6.02 Demonstrate various popular folk and square dances, and mixer and couple dances.
- 6.03 Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.
- 6.04 Demonstrate forehand and backhand striking skills in dual and individual sports.
- 6.05 Demonstrate skills necessary for participation in non-traditional games and activities.
- 6.06 Demonstrate the ability to perform skills of jumping rope with a partner or small group.
- 6.07 Create a variety of combinations using balance skills and rolling movements.
- 6.08 Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.

### COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

#### Objectives

- 7.01 Analyze the variety of sports and movement forms from countries around the world.
- 7.02 Identify the origins of a variety of sports and movement forms.

- 7.03 Participate in a variety of physical activities as both leader and follower.

### COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

#### Objectives

- 8.01 Participates regularly in physical activities for the purpose of improving skill and health.
- 8.02 Identify opportunities for regular physical activity in school and at home.
- 8.03 Identify social and psychological benefits from participation in physical activities.

### COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

#### Objectives

- 9.01 Demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels.
- 9.02 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart
- 9.03 Utilize safe and appropriate warm-up, pacing and cool down techniques.
- 9.04 Identify and demonstrate the skill related components of fitness.
  - Agility
  - Coordination
  - Reaction time
  - Balance
  - Power
  - Speed

### COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

#### Objectives

- 10.01 Interacts with others by helping with their physical activity challenges.
- 10.02 Demonstrate behavior that will resolve conflicts in socially appropriate ways.
- 10.03 Display the ability to follow rules, procedures and safe practices while working independently for short periods of time.
- 10.04 Assesses and takes responsibility for his/her own behavior problems without blaming others.

## Computer/Technology Skills

#### Focus Areas:

- Using search strategies
- Responsible and safe use of online resources
- Awareness of Copyright and Fair Use Guidelines
- Exploring the need for protection against viruses and vandalism
- Participating in curriculum-based telecommunication projects
- Developing word processing documents using proper keyboarding techniques
- Developing multimedia presentations citing sources
- Developing a product using a database
- Evaluating resources and information for accuracy and usefulness
- Selecting and using a variety of technology tools

**Goal 1: The learner will understand important issues of a technology-based society and will**

#### *exhibit ethical behavior in the use of computer and other technologies.*

- Recognize, discuss, and use appropriate behavior related to computers, networks, digital information, and identify possible consequences of unethical behavior.
- Recognize and discuss methods used to protect computers, networks, and information from viruses, vandalism, and intrusion.
- Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of resources in content projects/assignments.

#### **Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- Demonstrate knowledge of word processing tools to develop documents, which include data imported from a spreadsheet/database as a class/group.

- Model and explain the importance of ethical, responsible, and safe behavior when using networked digital information.
- Select, discuss, and evaluate digital resources and information for content, accuracy, usefulness, and cite sources.

#### **Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- Use content area databases to analyze, evaluate, organize, and compare information for assignments.
- Enter/edit data into a spreadsheet to test simple "what if..." statements to solve problems and make decisions in content area.
- Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media in multimedia projects and presentations as a class/group.

## Reading and Writing

The best way to become a better reader is to read and then discuss what you have read with others. Children form lasting impressions at home about reading. If your child sees you reading, noticing books, newspapers, and magazines around the house, and senses that you enjoy reading, your child will copy you and be much more likely to enjoy reading. Spend time talking about what you are reading, as well as what your child is reading.

Children of all ages like to be read to at home. Read to your child often. Let your child choose a story and you choose one that you enjoy also. Remember that libraries not only have books, but also records, tapes, newspapers, story hours for children, puppet shows, and more. Explore the library with your child!

For the child who likes to read, reading is its own reward. For the reluctant reader, praise and encouragement may increase confidence and make reading more fun.

Just as in reading, the best way to become a better writer is to write. If your child sees you writing notes, letters, lists, etc. at home, your child will copy you and be much more likely to enjoy writing. Encourage your child to write by providing him or her with opportunities to experiment with a variety of paper and writing tools (crayons, markers, pencils). Since a child's spoken language is the basis for his or her written language, it is beneficial to engage your child in conversations about his or her experiences and thoughts.

Encourage your child to write by helping him or her translate experiences and thoughts into writing. You can help your child create a product that will be interesting for him or her to read. Some of the ways you can encourage your child to write include:

- keeping a diary on a family trip.
- taking pictures and arranging them in a scrapbook with your child, then writing captions for each picture.
- writing notes and letters to friends and relatives.
- writing short stories about favorite events or activities.
- providing models of good writing by reading to your children everyday.
- displaying your children's written work and talking about that writing.

## Developmental Characteristics

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass using the developmental stages at their own rates.

Generally, children ages nine to eleven, in grades four and five, are similar in the ways that they learn. They learn by doing, experiencing, and using their senses. Broad characteristics for ten-year-olds are as follows:

### *Physical*

- Is restless, active
- Has growth spurts
- Is more aware of sex differences
- If a girl, she is maturing sexually
- Has more physical control — faster, stronger
- Performs equally well whether a boy or a girl
- Has a tremendous appetite
- Is interested in joining teams, clubs

### *Social/Emotional*

- Is able to see others' point-of-view
- Is well adjusted
- Is becoming more independent — still needs supervision and direction
- Values friendship
- Has tension outlets, including fingernail biting or playing with hair
- Has strict ethical sense
- Is sensitive to criticism, ridicule
- Needs to belong
- Establishes same-sex cliques
- Knows right from wrong

### *Mental*

- Has wide-ranging curiosity
- Is interested in history
- Thinks more abstractly
- Stores knowledge as symbols
- Knows more than can put into words
- Enjoys showing language mastery
- Understands that language can persuade, deceive
- Develops understanding of relationship of time, space, distance
- Uses induction and deduction
- May lose some creativity as pressure to conform increases

# Language Arts

## ***The learner will develop and apply enabling strategies and skills to read and write.***

- Uses their knowledge of prefixes, suffixes, and roots to expand their vocabulary
- Uses their knowledge of word related words (e.g., electric, electricity, electrical) and word origins (e.g., Greek or Latin roots like tele- or frag-) to expand their vocabulary
- Selects key vocabulary critical to the text and applies appropriate meanings as necessary for comprehension
- Uses context clues to figure out the meanings of unfamiliar words
- Increases reading and writing vocabulary through wide reading, word study, discussions, writing, content area study, examining author's craft, debate, seminar, and use of word reference materials
- Uses dictionaries, glossaries, thesauri, and online reference tools to identify and comprehend unknown words
- Reads independently daily from self-selected materials to increase fluency, build background knowledge, and expand and refine vocabulary

## ***The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.***

- Knows when what he is reading doesn't make sense and has some strategies to use to help make sense of what he is reading (i.e., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, or question)
- Makes predictions about what is being read
- Asks questions about what is being read
- Answers questions about what is read and supports those answers by referring to information in the text, from previous experiences, and/or other sources
- Draws on personal, literary, and cultural understandings to better understand what is being read
- After reading seeks additional information
- Previews a text and predicts what will be read by using what is known about that type of text and information gained in the preview
- Previews text and thinks about what he already knows about that topic
- Makes connections between what is being read and previous experiences, information, and ideas
- Reads a variety of texts including poetry
- Reads a variety of texts including nonfiction (books of true experience, newspaper and magazine articles, schedules)
- Reads a variety of texts including fiction (tall tales and myths)
- Reads a variety of texts including drama (plays and skits)
- Determines the plot development of a story and finds support in the text
- Analyzes the author's choice of words and refers back to the text for support
- Recognizes how the author uses personification, flashback, and tone and evaluates the effectiveness of these elements of figurative language
- Evaluates inferences, conclusions, and generalizations and provides evidence by referencing the text(s)
- Analyzes choice of reading materials

- congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment)
- Evaluates the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics
- Explains and evaluates cause/effect relationships
- Explains and evaluates hierarchical relationships (something more important than something else)
- Explains and evaluates time/sequence relationships
- Explains and evaluates problem/solution relationships
- Listens actively and critically by asking questions, delving deeper into a topic, and elaborating and evaluating the information and ideas presented
- Listens actively and critically by making inferences, drawing conclusions, and making judgments
- Identifies strategies used by a speaker or writer to inform, entertain, or influence an audience

## ***The learner will make connections through the use of oral language, written language, and media and technology.***

- Analyzes the word choice and content of what is read
- Examines the reasons for a character's actions, taking into account the situation and basic motivation of the character
- Demonstrates a personal response to a selection or experience
- Examines alternative perspectives presented in a text
- Evaluates the differences among genres
- Examines relationships among characters
- Makes and evaluates inferences and conclusions about characters, events, and themes
- Makes connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message
- Justifies evaluation of characters and events from different selections by citing supporting evidence in the text(s)
- Makes informed judgments about television, radio, video/film productions, and other electronic media and/or print formats
- Integrates main idea and supporting details from multiple sources to expand understanding of texts
- Conducts research (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks) for assigned or self-selected projects
- Makes informed judgments about bias, propaganda, stereotyping, and media techniques

## ***The learner will apply strategies and skills to create oral, written, and visual texts.***

- Reads familiar text with fluency, expression, and personal style with an awareness of audience and purpose
- Uses oral and written language to evaluate information and ideas, formulate hypotheses, present and support arguments, and influence the thinking of others

- Makes oral and written presentations to inform or persuade, selecting vocabulary for impact
- Selects a self-evaluated composition for publication and justifies rationale for selection
- Uses a variety of preliminary strategies to plan and organize the writing and speaking task considering the purpose, audience, and timeline
- Composes a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content
- Composes a variety of texts using self-selected and assigned topics and forms including fiction and feature stories
- Composes a variety of texts using self-selected and assigned topics and forms including news articles, letters-to-the-editor and business letters
- Composes a variety of texts using self-selected and assigned topics and forms including poetry
- Composes a variety of texts using self-selected and assigned topics and forms including research reports
- Revises writing by focusing on improving word choice, by rearranging text for clarity, by creating simple or complex sentences for impact, and by developing a lead, developing characters, or developing mood
- Writes business letters, essays, and feature stories
- Uses technology as a tool to enhance and/or publish a product

## ***The learner will apply grammar and language conventions to communicate effectively.***

- Consistently uses correct capitalization and punctuation including capitals for names of magazines, newspapers, and organizations and a colon to introduce a list
- Consistently uses correct punctuation including commas used in compound sentences
- Consistently uses correct punctuation including commas in apposition
- Uses troublesome verbs correctly
- Uses nominative, objective, and possessive pronouns correctly
- Uses prepositional phrases and transitions effectively
- Elaborates information and ideas in speaking and writing by using coordinating conjunctions (e.g., and, or, but, nor, so, yet) and/or subordinating conjunctions (e.g., after, although, as if, as long as, when, where, unless)
- Determines the impact of word choice on written and spoken language
- Spells most commonly used words accurately using a multi-strategy approach to the learning of new words
- Proofreads for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors
- Edits final product for grammar, language conventions, and format
- Creates readable documents through legible handwriting (cursive)
- Creates readable documents through word processing

# Mathematics

## Number and Operation

*Develop number sense for rational numbers 0.001 through 999,999.*

- Connect model, number word, and number using a variety of representations.
- Build understanding of place value (thousandths through hundred thousands).
- Compare and order rational numbers.
- Make estimates of rational numbers in appropriate situations.

*Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers).*

- Develop and analyze strategies for adding and subtracting numbers.
- Estimate sums and differences.
- Judge the reasonableness of solutions.

*Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.*

## Measurement

*Estimate the measure of an object in one system given the measure of that object in another system.*

*Identify, estimate, and measure the angles of plane figures using appropriate tools.*

## Geometry

*Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.*

*Make and test conjectures about polygons involving:*

- Sum of the measures of interior angles.
- Lengths of sides and diagonals.
- Parallelism and perpendicularity of sides and diagonals.

*Classify plane figures according to types of symmetry (line, rotational).*

*Solve problems involving the properties of triangles, quadrilaterals, and other polygons.*

- Sum of the measures of interior angles.
- Lengths of sides and diagonals.

- Parallelism and perpendicularity of sides and diagonals.

## Data Analysis & Probability

*Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.*

*Compare and contrast different representations of the same data; discuss the effectiveness of each representation.*

*Solve problems with data from a single set or multiple sets of data using median, range, and mode.*

## Algebra

*Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.*

*Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.*

*Identify, describe, and analyze situations with constant or varying rates of change.*

# Science

Fifth grade students focus on evidence, models, and scientific explanations. Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows students to predict changes in natural and designed systems. Models are tentative schemes or structures that represent real objects. Models help students understand how things work. Explanations incorporate prior scientific knowledge and new evidence from observations, experiments, or models into consistent, logical statements. As students understand more science concepts and processes, their explanations should become more accurate and logical. Guide student learning to continue to emphasize the unifying concepts previously introduced as well as the introduction at grade five of models. The strands provide a context for teaching the content throughout all goals. Strands: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

**Goal 1: The learner will conduct investigations to build an understanding of the interdependence of plants and animals.**

- 1.1 Describe and compare several ecosystems (communities of organisms and their interaction with the environment).
- 1.2 Identify and analyze the functions of organisms within the population of the ecosystem: producers, consumers, decomposers.
- 1.3 Explain why an ecosystem can support a variety of organisms.
- 1.4 Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life.
- 1.5 Determine the interaction of organisms within an ecosystem.

1.6 Explain and evaluate some ways that humans affect ecosystems: habitat reduction due to development, pollutants, increased nutrients.

1.7 Determine how materials are recycled in nature.

**Goal 2: The learner will make observations and conduct investigations to build an understanding of landforms.**

- 2.1 Identify and analyze forces that cause change in landforms over time including: water and ice, wind, gravity.
- 2.2 Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.
- 2.3 Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming: canyons, valleys, meanders, tributaries.
- 2.4 Describe the deposition of eroded material and its importance in establishing landforms including: deltas, flood plains.
- 2.5 Discuss how the flow of water and the slope of the land affect erosion.
- 2.6 Identify and use models, maps, and aerial photographs as ways of representing landforms.
- 2.7 Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of: clearing land, planting vegetation, building dams.

**Goal 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.**

- 3.1 Investigate the water cycle including the processes of: evaporation, condensation, precipitation, run-off.

3.2 Discuss and determine how the following are affected by predictable patterns of weather: temperature, wind direction and speed, precipitation, cloud cover, air pressure.

3.3 Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.

3.4 Explain how global atmospheric movement patterns affect local weather.

3.5 Compile and use weather data to establish a climate record and reveal any trends.

3.6 Discuss and determine the influence of geography on weather and climate: mountains, sea breezes, water bodies.

**Goal 4: The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs**

- 4.1 Determine the motion of an object by following and measuring its position over time.
- 4.2 Evaluate how pushing or pulling forces can change the position and motion of an object.
- 4.3 Explain how energy is needed to make machines move: moving air, gravity.
- 4.4 Determine that an unbalanced force is needed to move an object or change its direction.
- 4.5 Determine factors that affect motion including: force, friction, inertia, momentum.
- 4.6 Build and use a model to solve a mechanical design problem: devise a test for the model, evaluate the results of a test.
- 4.7 Determine how people use simple machines to solve problems.

# Social Studies

## United States History, Canada, Mexico, and Central America

The fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

### COMPETENCY GOALS OBJECTIVES

**Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.**

- Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.
- Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.
- Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.
- Describe the economic and social differences between developed and developing regions in North America.
- Explain how and why population distribution differs within and between countries of North America.
- Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.
- Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

**Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.**

- Analyze major documents that formed the foundations of the American idea of constitutional government.
- Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.
- Recognize how the United States government has changed over time.
- Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.
- Assess the role of political parties in society.
- Explain the role of public education in the United States.

- Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.
- Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.

**Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.**

- Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.
- Identify examples of cultural interaction within and among the regions of the United States.
- Hypothesize how the differences and similarities among people have produced diverse American cultures.
- Describe the religious and ethnic impact of settlement on different regions of the United States.
- Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.
- Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

**Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.**

- Define the role of an historian and explain the importance of studying history.
- Explain when, where, why, and how groups of people settled in different regions of the United States.
- Describe the contributions of people of diverse cultures throughout the history of the United States.
- Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.
- Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.
- Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.
- Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected

countries of Central America.

- Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.

**Goal 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.**

- Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.
- Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.
- Assess economic institutions in terms of how well they enable people to meet their needs.
- Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.
- Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.
- Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.
- Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.
- Cite examples of surplus and scarcity in the American market and explain the economic effects.

**Goal 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.**

- Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.
- Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.
- Forecast how technology can be managed to have the greatest number of people enjoy the benefits.
- Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.
- Compare and contrast the changes that technology has brought to the United States to its impact in Canada, Mexico, and Central America.
- Predict future trends in technology management that will benefit the greatest number of people.

Visual Arts	Music	Information Literacy
<p><b>The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:</b></p> <ul style="list-style-type: none"> <li>Integrating and synthesizing subject matter, current events</li> <li>Evaluating results and recognizing which media will be successful in given situations</li> <li>Unity</li> <li>Cultures of the Americas, plants, interdependence</li> <li>Exploring the art of the Americas</li> </ul> <p><b>Strands:</b> Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</li> <li>Develop skills necessary for understanding and applying media, techniques, and processes.</li> <li>Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements, impressions when solving visual problems.</li> <li>Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.</li> <li>Understand the visual arts in relation to history and cultures.</li> <li>Reflect upon and assess the characteristics and merits of their work and the work of others.</li> <li>Perceive connections between visual arts and other disciplines.</li> <li>Develop an awareness of art as an avocation and profession.</li> </ul>	<p><b>The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:</b></p> <ul style="list-style-type: none"> <li>Demonstrating appropriate expressive and technical vocal and instrumental practices</li> <li>Demonstrating pitch and rhythmic accuracy</li> <li>Reading and notating rhythmic and melodic patterns</li> <li>Identifying traditional symbols and terms and using appropriate terminology</li> <li>Improvising, composing, and arranging music</li> <li>Listening to, analyzing, and evaluating music</li> <li>Developing understanding of music in relation to history, culture, and other content areas</li> <li>Showing respect for the efforts of others</li> </ul> <p><b>Strands:</b> Creating, Performing, Responding, Understanding</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>Sing, alone and with others, a varied repertoire of music.</li> <li>Play on instruments, alone and with others, a varied repertoire of music.</li> <li>Improvise melodies, variations, and accompaniments.</li> <li>Compose and arrange music within specified guidelines.</li> <li>Read and notate music.</li> <li>Listen to, analyze, and describe music.</li> <li>Evaluate music and music performances.</li> <li>Understand relationships between music, the other arts, and content areas outside the arts.</li> <li>Understand music in relation to history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences</li> <li>Demonstrate appropriate care of resources</li> <li>Acknowledge ownership of ideas</li> <li>Identify elements of composition</li> <li>Identify characteristics of various genres</li> <li>Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia)</li> <li>Recognize that ideas are produced in a variety of formats</li> <li>Identify characteristics and advantages of various media formats</li> <li>Identify and apply published criteria of excellence in selecting resources</li> <li>Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats</li> <li>Develop and communicate personal criteria for selecting resources for information needs and enjoyment</li> <li>Determine usefulness of information resources</li> <li>Recognize the power of media to influence</li> <li>Describe personal cultural heritage and environment</li> <li>Identify bias and stereotypes</li> <li>Relate cultural similarities and differences to personal life experiences</li> <li>Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events</li> <li>Identify information needs and formulate questions about them</li> <li>Describe several research models</li> <li>Develop a search strategy which includes continuous evaluation of both the research process and the information gathered</li> <li>Follow acceptable use guidelines (AUP/IUP) in accessing information</li> <li>Gather, organize, and use information, crediting sources</li> <li>Apply fair use guidelines and comply with the Copyright Law (P.L. 94-553)</li> <li>Present information in a variety of media formats appropriate to audience and purpose, and evaluate the product</li> <li>Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats</li> <li>Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions</li> </ul>
<b>Writing Process</b>		
<p><b>Prewriting</b> is the process that helps writers get ready to write. The student spends time gathering information, experimenting with ideas, and plotting a course. Time spent on prewriting is essential to the writing process.</p> <p><b>Drafting</b> is the stage of making choices as to what to write. This is the first link between the prewriting and writing that is intended to communicate with an audience.</p> <p><b>Revising</b> writing may be the most difficult step in the process. It also is the most important step.</p>	<p>Revision is not just the correction of usage and mechanics errors, but the time to decide where or how the communication can be improved.</p> <p><b>Editing</b> occurs only after the writer feels satisfied with the content and organization of the writing. Writing must be free from errors that distract the reader.</p> <p><b>Publishing</b> provides a chance for students to complete a product, see themselves as “authors,” read with appreciation, and learn from others.</p>	
<b>Guidance</b>		
<p><i>The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:</i></p> <ul style="list-style-type: none"> <li>Define and discuss the meaning of self -concept.</li> <li>Demonstrate the influencing factors in developing as a unique person.</li> </ul> <p><i>The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:</i></p> <ul style="list-style-type: none"> <li>Evaluate the way that familiar jobs contribute to the needs of society.</li> </ul>	<p>Compare her/his school interests and skills to familiar jobs.</p> <ul style="list-style-type: none"> <li>Evaluate the way use of leisure time contributes to the development of job skills.</li> </ul> <p><i>The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:</i></p> <ul style="list-style-type: none"> <li>Demonstrate competencies and skills for interacting with others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an awareness that all persons have the need to belong and be accepted by others.</li> </ul> <p><i>The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:</i></p> <ul style="list-style-type: none"> <li>Describe how success and failure are a normal part of life and learning.</li> <li>Discuss the meaning of lifelong learning.</li> </ul>