

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW GRADE 5

*Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence.*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This overview has been developed to provide students and parents with an outline of the fifth grade curriculum. Through identified goals, students are encouraged to perform at their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities. The standards listed represent the core of skills taught in grade 5. This overview reflects the most recent curriculum for students in grade 5; however, the format remains flexible so that change can evolve along with the state standards and curriculum revisions and district requirements

Key Learning (KL) – *These standards will be used to determine a student's readiness for promotion to the next grade level.*

Enduring (E) – *These standards are to be mastered by all students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.*

Important (I) – These standards will be mastered by most of the students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.

Familiar – All students will receive an exposure level to these standards and they will be reinforced and mastered at a future grade level.

This overview reflects the most recent curriculum for students in fifth grade; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered, active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.

“THE BEVERLY HILLS WAY” Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

*

RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action.

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

*

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the fifth grade level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding fifth grade homework follows.

Students in the fifth grade can be expected to be assigned homework four (4) days per week using the following suggested time guidelines:

60 minutes per night = 240 minutes per week

Children are expected to read for 30 minutes each night in addition to their regular homework assignment.

CALIFORNIA ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

During the 2002-03 school year, several K-5 teachers piloted the Houghton Mifflin Reading California reading series as part of the District's textbook selection process to ensure successful implementation of a new series of textbooks. In the spring 2003 the Beverly Hills Unified School District formally adopted the Houghton Mifflin series as the new Reading/Language Arts series for all students in grades K-5.

Literature is at the core of the Reading/Language Arts curriculum for fifth grade. The program is designed to present integrated learning through listening, speaking, reading, and writing with the supporting skills of grammar, mechanics, usage, spelling, and handwriting. These supporting skills are taught to assist students in learning about the power of language and how to develop their own power of language and how to develop their own power through the use of language. Students will read independently ten or more books during the school year. The curriculum for fifth grade is coordinated with the English-Language Arts Content Standards for California Public Schools.

Core Instructional Materials

Reading - California

Publisher, Houghton Mifflin

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (E) & (KL)

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words. (E)

1.3 Understand and explain frequently used synonyms, antonyms, and homographs. (E)

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). (E)

1.5 Understand and explain the figurative and metaphorical use of words in context. (E)

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text. In grade five, students make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. (E)**
- 2.2 Analyze text that is organized in sequential or chronological order. (E)**

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. (E) & (KL)**
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (E)**

Expository Critique

- 2.5 Distinguish facts, supported inferences, and opinions in text. (E) & (KL)**

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. (I)**

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. (E) & (KL)**
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. (E)**
- 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. (E)**
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). (E)**

Literary Criticism

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. **(I)**
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives. **(I)**

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create multiple-paragraph narrative compositions:

- a. *Establish and develop a situation or plot.*
- b. *Describe the setting.*
- c. *Present an ending. (E)*

1.2 Create multiple-paragraph expository compositions:

- a. *Establish a topic, important ideas, or events in sequence or chronological order.*
- b. *Provide details and transitional expressions that link one paragraph to another in a clear line of thought.*
- c. *Offer a concluding paragraph that summarizes important ideas and details. (E) & (KL)*

Research and Technology

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks).
- 1.5 Use a thesaurus to identify alternative word choices and meanings. **(I)**

Evaluation and Revision

- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. (E)**

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0 students:

2.1 Write narratives:

- a. *Establish a plot, point of view, setting, and conflict.*
- b. *Show, rather than tell, the events of the story. (E)*

2.2 Write responses to literature:

- a. *Demonstrate an understanding of a literary work.*
- b. *Support judgments through references to the text and to prior knowledge.*
- c. *Develop interpretations that exhibit careful reading and understanding. (E)*

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. *Frame questions that direct the investigation.*
- b. *Establish a controlling idea or topic.*
- c. *Develop the topic with simple facts, details, examples, and explanations. (E)*

2.4 Write persuasive letters or compositions:

- a. *State a clear position in support of a proposal.*
- b. *Support a position with relevant evidence.*
- c. *Follow a simple organizational pattern.*
- d. *Address reader concerns. (E)*

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. (E)**

Grammar

- 1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns. (E)**

Punctuation

- 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. (E)**

Capitalization

- 1.4 Use correct capitalization. (E)**

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. (E)**

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Ask questions that seek information not already discussed. **(I)**
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. **(I)**
- 1.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

1.4 Select a focus, organizational structure, and point of view for an oral presentation. (E)

- 1.5 Clarify and support spoken ideas with evidence and examples. **(I)**
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. **(I)**

Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. **(I)**

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
 - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - b. Show, rather than tell, the listener what happens. **(I)**
- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
 - a. Frame questions to direct the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations. **(I)**
- 2.3 Deliver oral responses to literature:
 - a. Summarize significant events and details.
 - b. Articulate an understanding of several ideas or images communicated by the literary work.
 - c. Use examples or textual evidence from the work to support conclusions. **(I)**

CALIFORNIA MATHEMATICS CONTENT STANDARDS

Core Instructional Materials

Houghton Mifflin Mathematics

Publisher, Houghton Mifflin

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Number Sense

- 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:
 - 1.1 *Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers. (E) & (KL)*
 - 1.2 *Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number. (E)*
 - 1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.
 - 1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
 - 1.5 *Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers. (E)*

- 2.0 **Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:**
 - 2.1 *Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. (I)*
 - 2.2 *Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. (E) & (KL)*
 - 2.3 *Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form. (E) & (KL)*
 - 2.4 *Understand the concept of multiplication and division of fractions. (I)*
 - 2.5 *Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems. (E)*

Algebra and Functions

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

1.1 Use information taken from a graph or equation to answer questions about problem situation. (E)

1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. (E) & (KL)

1.3 Know and use the distributive property in equations and expressions with variables.

1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane. **(I)**

1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid. **(I)**

Measurement and Geometry

1.0 Students understand and compute the volumes and areas of simple objects:

1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). **(I)**

1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects. **(I)**

1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids. **(I)**

1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume). (E) & (KL)

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:

2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software). **(I)**

2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems. (E) & (KL)

2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Statistics, Data Analysis, and Probability

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:

1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ. (E)

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

1.3 Use fractions and percentages to compare data sets of different sizes. **(I)**

- 1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. **(I)**
- 1.5 Know how to write ordered pairs correctly; for example, (x, y) . **(I)**

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

- 1.1 *Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. (E)*
- 1.2 *Determine when and how to break a problem into simpler parts. (E)*

2.0 Students use strategies, skills, and concepts in finding solutions:

- 2.1 Use estimation to verify the reasonableness of calculated results.
- 2.2 Apply strategies and results from simpler problems to more complex problems. **(I)**
- 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. **(I)**
- 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. **(I)**
- 2.5 *Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. (E)*
- 2.6 *Make precise calculations and check the validity of the results from the context of the problem. (E)*

3.0 Students move beyond a particular problem by generalizing to other situations:

- 3.1 *Evaluate the reasonableness of the solution in the context of the original situation. (E)*
- 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. **(I)**
- 3.3 Develop generalizations of the results obtained and apply them in other circumstances.

CALIFORNIA SCIENCE CONTENT STANDARDS

The science curriculum for fifth grade focuses on the nature of science and the scientific method (observing, predicting, comparing, measuring, organizing information, recording data, and communicating). The curriculum is balanced among the three branches of science: physical, life, and earth. Themes are the larger ideas of science that link the theoretical structures of the various scientific disciplines. Themes integrate the overarching concepts of science into the curriculum. The key themes for fifth grade are Patterns of Change and Systems and Interactions. The District's curriculum is aligned with the Science Content Standards for California Public Schools.

Core Instructional Materials

Harcourt Science

Publisher, Harcourt Brace

Physical Sciences

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
 - a. *Students know* that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
 - b. *Students know* all matter is made of atoms, which may combine to form molecules.
 - c. *Students know* metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
 - d. *Students know* that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
 - e. *Students know* scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
 - f. *Students know* differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
 - g. *Students know* properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
 - h. *Students know* living organisms and most materials are composed of just a few elements.
 - i. *Students know* the common properties of salts, such as sodium chloride (NaCl).

Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
 - a. *Students know* many multi-cellular organisms have specialized structures to support the transport of materials.
 - b. *Students know* how blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues.

- c. *Students know* the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
- d. *Students know* the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
- e. *Students know* how sugar, water, and minerals are transported in a vascular plant.
- f. *Students know* plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.
- g. *Students know* plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

Earth Sciences

- 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
 - a. *Students know* most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
 - b. *Students know* when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
 - c. *Students know* water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
 - d. *Students know* that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
 - e. *Students know* the origin of the water used by their local communities.

- 4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
 - a. *Students know* uneven heating of Earth causes air movements (convection currents).
 - b. *Students know* the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
 - c. *Students know* the causes and effects of different types of severe weather.
 - d. *Students know* how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
 - e. *Students know* that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

- 5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:
 - a. *Students know* the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
 - b. *Students know* the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
 - c. *Students know* the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
 - b. Develop a testable question.
 - c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
 - d. Identify the dependent and controlled variables in an investigation.
 - e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
 - f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
 - g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
 - h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
 - i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

CALIFORNIA HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

Students in fifth grade study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

Core Instructional Materials

Early United States

Publisher, Harcourt Brace

United States History and Geography: Making a New Nation

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

5.9 Students know the location of the current 50 states and the names of their capitals.

HEALTH

The Health curriculum for the fifth grade is comprehensive in its approach and is based on the recommendations and grade level expectations of the current Health Framework Addendum.

Expectation 1: Students demonstrate ways to enhance and maintain their health and well-being.

The Human Body

- *Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents. (E)*
- Use protective equipment or practice protective behavior.

Food Choices

- *Establish and maintain healthy eating practices. (E)*
- Make healthy food choices.
- Prepare a variety of healthy foods.
- Practice kitchen safety.

Physical Activity

- *Participate regularly in a variety of enjoyable physical activities. (E)*
- *Set personal fitness goals. (E)*
- *Explore out-of-school play activities that promote fitness and health. (E)*
- Obtain a sufficient amount of sleep.

Mental and Emotional Health

- Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
- *Develop and use effective communication skills. (E)*
- *Develop and use effective coping skills. (E)*
- Identify and share feelings in appropriate ways.

Expectation 2: Students understand and demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention

- Practice positive health behaviors to reduce the risk of disease.
- Practice good personal hygiene.

Treatment of Disease

- Recognize symptoms of common illnesses.
- Cooperate with parents and health care providers in the treatment or management of disease.

Expectation 3: Students practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- *Develop and use skills to avoid, resolve, and cope with conflicts. (E)*
- *Develop and use skills to identify, avoid, and cope with potentially dangerous situations. (E)*
- *Understand and follow rules prohibiting possession of weapons at school. (E)*

Alcohol, Tobacco and Drugs

- Distinguish between helpful and harmful substances.
- *Avoid, recognize and respond to negative social influences and pressures to use alcohol, tobacco and other drugs. (E)*
- *Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco or other drugs. (E)*
- Identify ways of obtaining help to resist the pressure to use alcohol, tobacco or other drugs.

Child Abuse, Including Sexual Exploitation

- Identify ways to seek assistance if worried, abused or threatened.

Emergencies

- Recognize emergencies and respond appropriately, including (1) knowing where to find emergency supplies.
- Understand the family emergency plan.

Expectation 4: Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family.

Roles of Family Members

- Demonstrate ways to help support positive family interactions.
- Practice health promoting behaviors with the family.

Expectation 5: Students understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Friendship and Peer Relationships

- Know and use ways to make new friends.
- *Resolve conflicts in a positive, constructive way. (E)*
- *Demonstrate positive actions toward others. (E)*
- *Demonstrate acceptable methods of gaining attention. (E)*
- Demonstrate acceptable ways to show or express feelings.
- *Demonstrate how to resist negative peer pressure. (E)*

School and Community Based Efforts to Promote and Protect Health

- Participate in school efforts to promote health.
- Participate in community efforts to address local health and environmental issues.
- Understand and follow school rules related to health.

Expectation 6: Students understand the variety of physical, mental, emotional and social changes that occur throughout life.

Life Cycle

- *Recognize the changes that occur during preadolescence. (E)*
- *Use correct terminology for body parts. (E)*
- Recognize changing emotions.
- *Practice good personal hygiene. (E)*
- Manage feelings appropriately.

Expectation 7: Students understand and accept individual differences in growth and development.

Growth and Development

- Develop a realistic body image.
- Adapt group activities to include a variety of individuals.

Mental and Emotional Development

- Identify, express and manage feelings appropriately.
- Develop and use effective communication skills.
- Develop and use strategies including critical thinking, decision making, goal setting and problem solving.

Expectation 8: Students identify information, products and services that may be helpful or harmful to their health.

Products and Services

- *Use critical thinking skills to analyze marketing and advertising techniques and their influence. (E)*
- Recognize helpful products and services.
- Identify a variety of consumer influences and analyze how those influences affect decisions.
- Seek care from the school nurse or others, such as when needed for proper management of asthma.

Food Choices

- *Develop basic food preparation skills. (E)*
- Read and interpret information on the food label.
- Use valid nutrition information to make healthy food choices.
- Use critical thinking skills to analyze marketing and advertising techniques and their influence on food selection.
- Use unit pricing to determine the most economical purchases.

PHYSICAL EDUCATION

The Physical Education Framework for California Public Schools was adopted by the State Board of Education in 1994. The Physical Education Framework is a key and fundamental resource for developing quality physical education programs. The Framework describes a sequential, developmental, age-appropriate physical education program designed to provide students with knowledge and ability needed to maintain active, healthy lifestyles. In accordance with the Framework, the three major goals for the physical education curriculum are:

Movement skills and movement knowledge: Students need to develop effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement;

Self-image and personal development: Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities;

Social development: Students develop appropriate social behaviors by working independently and with others during planned physical activity.

Movement Skills and Movement Knowledge

Standard 1: The student will be competent in many movement activities.

Students in grade five who meet this standard will be able to:

- Manipulate objects with accuracy and speed.
- Combine movement skills in applied settings.
- Develop specialized movement skills.
- Pass a ball or other object to a moving player in dynamic situations.

The following is a task that might be used to meet the standard:

- Students will perform basic dribbling and passing skills used in soccer while working with partners in an attempt to score against an opponent. Students will pass the ball when the defense attacks and maintain the ball when the defense holds back; execute accurate passes ahead of the receiver; and, as receivers, move into spaces that create a passing angle not covered by the defense. Both players will receive the ball in such a way as to set up a continuous dribble or pass. Other sports-related activities using this skill include hockey, basketball, Frisbee, and football.

Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in grade five who meet this standard will be able to:

- Use information from internal (self-evaluation) and external sources to improve performance.
- Identify and apply the principles of practice and conditioning that enhance performance.
- Use fundamental strategies in modified sports-related games.
- Use scientific principles to increase the distance of throws.

The following is a task that might be used to meet the standard:

- Students will use basic offensive and defensive strategies in two-on-two games. These are discussed as a class and evaluated for effectiveness. Students apply this information in subsequent games. Students will use assessment data gathered from kinesthetic feedback, product results, and outside feedback to improve skill performance.

Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.

Students in grade five who meet this standard will be able to:

- Participate in a variety of health-enhancing physical activities in both school and non-school settings.
- Assess their personal health-related fitness and set goals to meet standards of health-related fitness.
- Meet current health-related fitness standards as defined by fitness tests.
- Identify how to balance food intake with physical activity.

The following is a task that might be used to meet the standard:

- Students record their after-school activities that are vigorous in nature. They record the day on which the activities were done and the length of time it took to do them. Students then identify the fitness components related to the different activities. Their parents or guardians are to sign the log each day. Students will accurately record after-school activities and identify the appropriate fitness component related to each activity.

Self-image and Personal Development

Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in grade five who meet this standard will be able to:

- Describe opportunities in the school and community for regular participation in physical activity.
- Participate daily in some form of health-enhancing physical activity.
- Describe and demonstrate movement activities and ways of using the body to communicate ideas and feelings.

The following is a task that might be used to meet the standard:

- Students, during a class activity, will develop a chart to identify opportunities in the school and community for regular participation in physical activity. Information will include type of activity, location, cost to participate, accessibility, and any special equipment needed. Students will record which opportunities they use.

Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.

Students in grade five who meet this standard will be able to:

- Distinguish between compliance and noncompliance with game rules and demonstrate compliance.
- Participate in establishing rules and procedures that are safe and effective for specific activities.
- Distinguish between acts of courage and reckless acts.

The following is an assignment that might be used to meet the standard:

- Students will identify the critical dimensions of safety for a partner/small-group-designed game and establish rules and procedures which adequately address the safety problems that might occur.

Social Development

Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in grade five who meet this standard will be able to:

- Teach an activity or skill to partners or a small group.
- Demonstrate fairness in games and activities.
- Recognize that different body types may be more effective than others in certain movement skills and activities.
- Recognize the validity of games and activities reflecting one's own and others' heritages.

The following is a task that might be used to meet the standard:

- Students will cooperatively place teammates in positions for a small group game to use each person's skills most advantageously.

Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in grade five who meet this standard will be able to:

- Demonstrate the similarities and differences in physical education in different regions of the United States.

The following is a task that might be used to meet the standard:

- Students, in their social studies class, will compare and contrast the different kinds of physical education programs in other states. Sources of information could come from state departments of education, pen pals, or the Internet.

CALIFORNIA VISUAL AND PERFORMING ARTS CONTENT STANDARDS

The Visual and Performing Arts curriculum is designed to give students experiences in visual arts, music and dramatics. The Visual and Performing Arts Content Standards for California Public Schools, First Grade Through Grade Twelve represent a strong consensus on the skills, knowledge and abilities that all students should be able to master. For each arts discipline content standards are defined under five strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relations and applications. Students in fifth grade will be developing an understanding of the visual and performing arts as a means to express their personal world, ideas, and emotions.

VISUAL ARTS

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony. (E)

1.2 Recognize and describe characteristics of representational, abstract, and non-representational works of art.

Analyze Art Elements and Principles of Design

1.3 Use their knowledge of all the elements of art to describe similarities and differences in artworks and in the environment.

Creative Expression

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

2.1 Use one-point perspective to create the illusion of space.

2.2 Create gesture and contour observational drawings.

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g. computer-generated art, digital photography, or videography). (E)

Communication and Expression Through Original Artwork

2.4 Create an expressive abstract composition based on real objects.

2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony.

2.6 Use perspective in an original work of art to create a real or imaginary scene. (E)

2.7 Communicate values, opinions, or personal insights through an original work of art.

Historical and Cultural Context

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
- 3.2 Identify and describe various fine traditional and folk arts from historical periods worldwide.

Diversity of the Visual Arts

3.3 Identify and compare artworks from various regions of the United States. (E)

- 3.4 View selected artworks from a major culture and observe changes in materials and styles over a period of time.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Identify how selected principles of design are used in a work of art and how they contribute to their personal responses to the work and its evaluation.
- 4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

- 4.3 Develop and use specific criteria individually and in groups to assess works of art.
- 4.4 **Assess their own artwork, using specific criteria, and describe what changes they would make to improve it. (E)**

Connections, Relationships, and Application

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

- 5.2 Identify and design icons, logos, and other graphic devices as visual symbols for ideas and information.

Career and Career-Related Skills

- 5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

MUSIC

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys. (E)**
- 1.2 Read, write, and perform major and minor scales.
- 1.3 Read, write, and perform rhythmic notation, including quarter note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

- 1.4 Analyze the use of music elements in aural examples from various genres and cultures. (E)**
- 1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.
- 1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

Creative Expression

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, alone and with others.
- 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.
- 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments. (E)**

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Diversity of Music

- 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g. folk songs, dances).
- 3.2 Identify different or similar uses of music elements in music from diverse cultures.
- 3.3 Sing and play music from diverse cultures and time periods.
- 3.4 Describe the influence of various cultures and historical events on musical forms and styles.
- 3.5 Describe the influences of various cultures on music of the United States.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music and aesthetic qualities.

Analyze and Critically Assess

- 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

- 4.2 *Develop and apply appropriate criteria to support personal preferences for specific musical works. (E)*

Connections, Relationships, and Applications

5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

Connections and Applications

- 5.1 Explain the role of music in community events.

Careers and Career-Related Skills

- 5.2 Identify ways in which music professions are similar to or different from each other.

THEATRE

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre to describe theatrical experiences, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist. (E)

Comprehension and Analysis of Theatre Elements

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

Creative Expression

2.0 Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatre Skills

2.1 Participate in improvisational theatre activities to explore complex ideas and universal themes in literature and life. (E)

2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile and full back) in dramatizations.

2.3 Collaborate as an actor, director, scriptwriter, or technical artist to create formal or informal theatre performances.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.

3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

History of Theatre

3.3 Analyze ways in which theatre, television and film play a part in our daily lives. (E)

3.4 Identify types of early American theatre, such as melodrama and musical theatre.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria to critique the work of actors, directors, writers, and technical artists in theatre, film, and video. (E)

Derive Meaning from Works of Theatre

4.2 Describe devices actors use to convey meaning or intent in commercials on television.

Connections, Relationships, and Applications

5.0 Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

Connections and Applications

5.1 Use theatrical skills to dramatize events and concepts from other curricular areas, such as reenacting the signing of the Declaration of Independence in history–social science.

Careers and Career-Related Skills

5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

DANCE

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.

1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

Comprehension and Analysis of Dance Elements

1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.

1.4 Incorporate the principles of variety, contrast, and unity with dance studies. (E)

Development of Dance Vocabulary

- 1.5 Use appropriate dance vocabulary to describe dances.

Creative Expression

2.0 Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

- 2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.
- 2.2 ***Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions. (E)***

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).
- 2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

Communication of Meaning in Dance

- 2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

Development of Partner and Group Skills

- 2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

- 3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.

History and Function of Dance

- 3.2 ***Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries. (E)***

Diversity of Dance

- 3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.

4.2 ***Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood). (E)***

Meaning and Impact of Dance

4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.

4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

Connections, Relationships, Applications

5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 ***Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression). (E)***

5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).

5.3 Cite examples of the use of technology in the performing arts.

Development of Life Skills and Career Competencies

5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.