

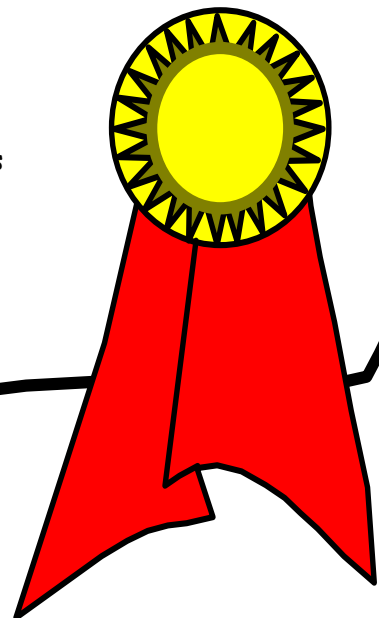
Skyland Elementary School

Syllabus for 5th Grade 2006-2007

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Table of Contents:

Daily Schedule
Assessments
Grading Scale
Homework Policy/Missed Work/Make-Up Policy
Attendance and Tardy Policies
Student Records
Rules for Student Behavior
Procedures for Non-Instructional Routines
Communication with Parents
Units of Instruction Aligned with Standards
Grade Level Standards



Note: This syllabus was designed by the fifth grade team in order to detail units of instruction and grade level standards for the 2006-2007 school year. While consistency in the four fifth grade classes does exist, each teacher has minor variations on classroom management, homework policies, and presentation of the instructional units. For more detailed accounts, please see your child's teacher.

Daily Schedule

7:45-8:15	Morning Work, Pledge, SETV
8:15-8:30	Every Day Counts - Calendar Math
8:30-8:45	Spelling
8:45-9:00	Silent Reading
9:00-9:10	Restroom Break
9:10-10:00	Related Arts (Monday-Science Lab, Tuesday-Computer Lab, Wednesday-Art, Thursday-PE, Friday-Music)
10:00-10:45	Math
10:45-11:25	Reading
11:25-11:50	Social Studies
11:50-12:10	Recess
12:15-12:40	Lunch
12:40-12:50	Restroom Break
12:50 -1:25	Science/Health
1:25-2:05	Language Arts/Writing
2:05 - 2:20	Review homework assignments; teacher read aloud; pack up; announcements

Assessments

In all subjects, at the end of each unit, students will be given a test. Tests vary between multiple choice, matching, true/false, and free response. There will be announced and unannounced quizzes throughout the year. Accelerated Reader points and averages will be counted as test grades in Reading.

Homework is assigned. An assignment book is given to each student and checked periodically.

Students will also be assessed by class participation, questions/response, and teacher observation.

Assessments are weighted in the following manner:

Spelling	Classwork/Homework - 50%; Tests - 50%
Math	Classwork/Homework - 50%; Tests - 50%
Reading	Classwork/Homework - 40%; Tests - 40%; Unit Tests - 20%
Science	Classwork/Homework - 50%; Tests - 50%
Health	Classwork/Homework - 50%; Tests - 50%
Social Studies	Classwork/Homework - 50%; Tests - 50%
Writing	Classwork/Homework - 50%; Tests and Major Writing Assignments - 50%

Various projects will be assigned during the year and will be counted as two test grades.

Grading Scale

93 - 100 = A; 85 - 92 = B; 77 - 84 = C; 70 - 76 = D; 69 or below = U

Homework Policy/Missed Work/Make-Up Policy

Homework is checked daily in order to provide immediate feedback and remediation if necessary. Students missing homework assignments will be required to make up the work, as necessary, during study hall. Any late assignment may result in a lower grade. Students who consistently miss homework will be assigned detention from 3:00-4:00 pm in order to complete the assignments, and any late assignments may result in a lower grade. Parents will be notified of excessive incomplete homework assignments.

If a student is absent, necessary work will be given for make-up with no penalty for excused absences. If student notifies teacher of an upcoming absence, work may be given in advance.

Attendance and Tardy Policies

The school year consists of 180 school days. In accordance with the policy of the School District of Greenville County, students may not miss more than 10 days during the year. Parent notes should be sent upon a student's return from an absence. School begins promptly at 8:00 a.m. Students will be marked tardy if arriving after this time. Please note Student/Parent Handbook for additional information.

Student Records

Student's permanent records are kept in the office. To view your child's record, please make an appointment with the school principal. Student grades are recorded in teacher's grade book and on the computer.

Rules for Student Behavior

Classroom Rules

1. Respect each other and all property.
2. Raise your hand if you have something to say or need help.
3. Ask permission before leaving your seat.
4. Be prepared for class with books and needed materials.
5. Absolutely NO behavior that interferes with the learning atmosphere of the classroom will be permitted.

Consequences

1. Warning
2. Lose 10 minutes of recess; conference with teacher
3. Lose entire recess; conference with teacher; parents notified
4. Lose entire recess; silent lunch; conference with teacher; parents notified
5. Severe – Referral to the office

**Repeated misbehavior can result in detention after school.

Rewards

1. Praise
2. Treats/Stickers
3. Positive notes home
4. Certificates
5. Special class activities

Students in 5th grade are rewarded for completing homework and maintaining good behavior with "Bright Time". This is a weekly time set aside for fun, interactive, and standards-driven games and activities. Awards are given for perfect attendance, A/B honor roll, and occasional incentives given by the teacher or school.

Procedures for Non-Instructional Routines

Each morning students are to enter room quietly, put coats/book bags in cubby, and sharpen pencils. Students should get books and materials they need for the day.

Students begin work as instructed. Students have assigned seats and roll is checked by the assigned seat.

Students are given two regular restroom breaks during the day. Other times are given with the permission of the teacher and at his or her discretion.

Communication with Parents

It is the desire of the teacher to have open communication with parents throughout the school year. Parents will receive the following:

Mid-term progress report (9-19-06, 11-29-06, 2-15-07, 5-1-07)

Quarterly report card (10-26-06, 1-23-07, 3-29-07, 6-6-07)

McAbee Messenger

Telephone calls regarding student behavior or work, when necessary

Behavior/detention notes, when necessary

Positive notes home, when applicable

Weekly folder

Assignment books

Website

Parent/Teacher conferences

(One conference will be scheduled after PACT scores have been received; parents are expected to attend. Additional conferences will be scheduled as requested.)

5th Grade Social Studies and Language Arts*

1 st Qtr Units	Text Materials	Writing	Other Materials	Social Studies Standards	Lang. Arts Standards
Reconstruction	<p><u>Growth of a Nation</u> "Chapter 2 Lesson 4" (pg. 106-111)</p> <p>Novels: <u>Search for the Shadowman</u> <u>I Thought My Soul Would Rise and Fly</u></p> <p><u>Houghton Mifflin Reading</u> "Tall Tales" (pp.107-127)</p> <p>Leveled Reader <u>Journey To Free Town</u> James Forten</p>	<p>Journal Writing Business Letters Friendly Letters Note taking Book Reviews Character Sketch Summary Poetry Essays: Narrative Descriptive Informational Family Tree Project</p>	<p>Century Trunks</p> <p>Other books from Language Arts Guide</p> <p>Daily Language Activities</p> <p><u>English</u>, Houghton Mifflin</p> <p>Newspapers</p> <p><u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill</p>	<p>5-1.1, 5-1.2, 5-1.3, 5-1.4, 5-1.5</p>	<p>5R1.1-18 5R2.1-5 5R2.7-8 5R2.10-11 5R3.1-6 5W1,2,3,4 5C1.1-15 5C2.1-5 5C3.1-8 5RS3.1-2</p>
2nd Westward Expansion	<p><u>Growth of a Nation</u> "Chapter 3" (pg. 128-163)</p> <p>Novels: <u>Circle of Love</u> <u>Pioneer Girl</u></p> <p><u>Houghton Mifflin Reading</u> Theme 5 "One Land, Many Trails" (pp. 463-571)</p> <p>Leveled Readers: <u>Bronco Charlie & Pony Exp.</u> <u>Buffalo Bill, Bill Puckett,</u> <u>Shell Flower, Chief Joseph,</u> <u>Gun Powder and Tea,</u> <u>George Catland</u> *<u>Heading West</u> *<u>Spreading Across the Continent</u> *<u>Westward Expansion</u></p>	<p>Journal Writing Note taking Friendly Letters Character Sketch Summary Tall Tales Poetry Essays: Narrative Descriptive Informational</p>	<p>Century Trunks</p> <p>Other books from Language Arts Guide</p> <p>Daily Language Activities</p> <p><u>English</u>, Houghton Mifflin</p> <p><u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill</p>	<p>5-2.1, 5-2.2, 5-2.3, 5-2.4, 5-2.5</p>	
2nd Qtr Units					
Immigration/Industrialization	<p><u>Growth of a Nation</u> "Chapters 4-5" (pg. 166-246)</p> <p>Novels: <u>Rifka</u> <u>Bully for You</u></p> <p><u>Houghton Mifflin Reading</u> "Wright Brothers" (pp.438l-438M)</p> <p>Leveled Readers: <u>America: A Dream,</u> <u>Ben Franklin</u> *<u>Growing and Changing Cities</u> *<u>New Problems New Solutions</u> *<u>The Urbanization of America</u></p> <p>Independent biographies of inventors</p>	<p>Journals Friendly Letters Research Project on Inventor Book Reviews Character Sketch Summary Note taking Directions Writing to a Prompt Poetry Essays: Descriptive Informational Narrative</p>	<p>Century Trunks</p> <p><u>Industrial Revolution Activity Book</u></p> <p><u>Discoverers & Inventors</u> <u>Reader's Theater</u></p> <p>Daily Language Activities</p> <p><u>English</u>, Houghton Mifflin</p> <p><u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill</p>	<p>5-3.1, 5-3.2, 5-3.3, 5-3.4, 5-3.5, 5-3.6</p>	<p>5R1.1-18 5R2.1-5 5R2.7-8 5R2.10-12 5R3.1-6 5W1,2,3,4 5C1.1-15 5C2.1-5 5C3.1-8 5RS1.1-2 5RS2.1-5 5RS3.1-2</p>
World War I	<p><u>Growth of a Nation</u> "Chapter 6" (pg. 250-287)</p> <p>Leveled Reader: <u>C.W. Post,</u> <u>Jean Fritz Comes Home</u></p> <p>Novel: <u>After the Dancing Days</u></p>	<p>Journals Friendly Letters Book Reviews Character Sketch Summary Note taking Directions Writing to a Prompt Poetry Essays: Descriptive Informational Narrative</p>	<p>Century Trunks</p> <p>Other books from Language Arts Guide</p> <p>Daily Language Activities</p> <p><u>English</u>, Houghton Mifflin</p> <p><u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill</p>	<p>5-3.6</p>	

5th Grade Social Studies (continued)

3 rd Qtr Units	Text Materials	Writing	Other Materials	Social Studies Standards	Lang. Arts Standards:
The 1920's and 1930's	<u>Growth of a Nation</u> "Chapter 7" (pg. 298-336) Novels: <u>Grandpa's Mountain</u> <u>Out of Dust</u> <u>Letters to Mrs. Roosevelt</u> Leveled Readers: <u>Clearing the Dust</u> <u>Buck Leonard</u>	Journals Friendly Letters Book Reviews Character Sketch Summary Note taking Directions Writing to a Prompt Poetry Memoir Essays: Descriptive Informational Narrative	Century Trunks Other books from Language Arts Guide Daily Language Activities <u>English</u> , Houghton Mifflin Units 10, 12 <u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill	5-4.1,5-4.2, 5-4.3	5R1.1-18 5R2.1-12 5R3.1-6 5W1,2,3,4 5C1.1-15 5C2.1-5 5C3.1-8 5RS3.1-2
World War II	<u>Growth of a Nation</u> "Chapter 8" (pg. 340-368) Novels: <u>Under the Blood-red Sun</u> <u>Foster's War</u> <u>Behind the Bedroom Wall</u> <u>Number the Stars</u> Leveled Readers: * <u>War at Home</u> * <u>The Homefront</u> * <u>We're in this Together</u>	Journals Friendly Letters Book Reviews Character Sketch Summary Note taking Directions Writing to a Prompt Poetry Recording Oral History Research Essays: Descriptive Informational Narrative	Century Trunks Other books from Language Arts Guide Daily Language Activities <u>English</u> , Houghton Mifflin Units 10, 12 <u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill	5-4.4, 5-4.5, 5-4.6, 5-4.7 5-5.1	
4th Qtr Units					
Korean War/ Cold War/ Vietnam/ 50s-70s	<u>Growth of a Nation</u> "Chapters 9-10" (pg. 384-456) Novel: <u>Lost in War</u> <u>Houghton Mifflin Reading</u> "Focus on Poetry" (pp. 232-251) Leveled Readers: Fab 4 from Liverpool * <u>3 2 1 Blast Off</u> * <u>Cold War and Space Race</u> * <u>Rockets and Satellites</u>	Journals Friendly Letters Book Reviews Character Sketch Summary Note taking Directions Writing to a Prompt Poetry Recording Oral History Research Essays: Descriptive Informational Narrative	Century Trunks Other books from Language Arts Guide Daily Language Activities <u>English</u> , Houghton Mifflin Unit 11 <u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill	5-5.2,5-5.3, 5-5.4, 5-5.5	5R1.1-18 5R2.1-5 5R2.7-8 5R2.10 5R2.12 5R3.1-6 5W1,2,3,4 5C1.1-15 5C2.1-5 5C3.1-8 5RS2.1-5 5RS3.1-2
Moving to the 21st Century and Economics	<u>Growth of a Nation</u> "Chapters 11-12" (pg. 472-522) Novel: <u>Search for the Shadowman</u> <u>Houghton Mifflin Reading</u> "Focus on Autobiography" (pp. 572-588) Leveled Readers: <u>Friends & Competitors</u> * <u>Heroes of 9-11</u> * <u>When Everyone became a Hero</u> * <u>After the Attack</u>	Journals Friendly Letters Book Reviews Character Sketch Summary Note taking Writing to a Prompt Poetry Recording Oral History Research Essays: Descriptive Informational Narrative	Century Trunks Other books from Language Arts Guide Daily Language Activities <u>English</u> , Houghton Mifflin Unit 13 <u>Expeditions</u> Houghton/Mifflin <u>Don't Forget to Fly</u> MacMillan/McGraw Hill Newspapers	5-6.7,5-6.2, 5-6.3, 5-6.4, 5-6.5, 5-6.6	

***Social Studies Leveled Readers**

****Language Arts Standards and Materials are also used in Science (See attached Science units)**

*****Novels may be substituted according to availability**

5th Grade Math

1 st Quarter Units	Text Materials	Other Materials	Math Standards
Chapter 1: Whole Numbers, Decimals, & Integers	<u>Mathematics</u> Houghton Mifflin "Chapter 1" (pg. 4-47) Practice Workbook (pg. 1-13) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	NIA2, NIA3, NIA, NIB1, NIB2, NIIC, NIIC1, NIID1, NIF1, NIF, AIB1
Chapter 2: Addition, Subtraction, and Equations	<u>Mathematics</u> Houghton Mifflin "Chapter 2" (pg. 52-91) Practice Workbook (pg. 14-24) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AI1, AIB1, A2B1, AIIC1, NIIC, NIIB, NIIF1, NIIE4, NIIB3
Chapter 3: Multiplication	<u>Mathematics</u> Houghton Mifflin "Chapter 3" (pg. 96-129) Practice Workbook (pg. 25-33) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AIB1, AIIC1, AIIA1, NIIB, NIID2, NIIF1, NIID1, NIA1, NIIB1
Chapter 4: Division & Equations (Part 1)	<u>Mathematics</u> Houghton Mifflin "Chapter 4" (pg. 134-158) Practice Workbook (pg. 34-43) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AIB1, AIIC1, NIB2, NIA1, NIIB1, NIIC1, NIID, NIIB2, NIIB, DIIB1
2nd Quarter Units			
Chapter 4: Division & Equations (Part 2)	<u>Mathematics</u> Houghton Mifflin "Chapter 4" (pg. 160-187) Practice Workbook (pg. 44-64) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AIB1, AIIC1, NIB2, NIA1, NIIB1, NIIC1, NIID, NIIB2, NIIB, DIIB1
Chapter 9: Multiplication & Division of Decimals	<u>Mathematics</u> Houghton Mifflin "Chapter 9" (pg. 408-449) Practice Workbook (pg. 109-120) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AIA1, AIA2, AIVA1, NIIC2, NIID, NIIE2, NIA, NIIF1, MIID, MIID1
Chapter 7: Number Theory & Addition/Sub of Fractions	<u>Mathematics</u> Houghton Mifflin "Chapter 7" (pg. 298-361) Practice Workbook (pg. 79-98) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	DIC, NIG1, NIG2, NIG, NIG3, NIC2, NIC3, NID1, NID2, NIE2, NIE, NIID2, NIIC2, NIIE1
Chapter 8: Multiplication & Division of Fractions	<u>Mathematics</u> Houghton Mifflin "Chapter 8" (pg. 366-403) Practice Workbook (pg. 99-108) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AIIB1, NIIE2, NIIE1, NIIC, NIA1, NIIC1, NIIB1, NID2

5th Grade Math (continued)

3 rd Quarter Units	Text Materials	Other Materials	Math Standards
Chapter 5: Measurement & Integers	<u>Mathematics</u> Houghton Mifflin "Chapter 5" (pg. 192-239) Practice Workbook (pg. 50-64) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	NIIA1, NIF, NIF1, AIA1, MIA5, MIC, MIIB1, MIIB2, MID1
Chapter 6: Data, Statistics & Probability	<u>Mathematics</u> Houghton Mifflin "Chapter 6" (pg. 244-293) Practice Workbook (pg. 65-78) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	DIC, DIC1, DID1, DIC2, DIC3, DIIA1, DIIB1, DIIC1, DIIIA1, DIVA, DIVB1, DIVC1, DIVC2, DIVB2
Chapter 10: Geometry & Measurement	<u>Mathematics</u> Houghton Mifflin "Chapter 10" (pg. 454-513) Practice Workbook (pg. 121-138) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	MIA3, MIA2, MIIA2, MIID2, MIA4, MIE3, MIA1, M2E1, MIIIE2, MIIB3, MIIA2, MIID2, GIB2, GID, GIB1, GIVB, GIA, GIIC, GIVB1
4th Quarter Units			
Chapter 11: Ratio & Percent	<u>Mathematics</u> Houghton Mifflin "Chapter 4" (pg. 518-567) Practice Workbook (pg. 139-152) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	AIVA1, DIB1, GIE1, GIIC2, GIVE, GID1, NIC, NIE, NIE1, NIE2, NID2, NIIIE2, NIIA1
Chapter 12: Integers & Coordinate Plane	<u>Mathematics</u> Houghton Mifflin "Chapter 9" (pg. 572-603) Practice Workbook (pg. 153-160) Mathsteps/Software Reteach Worksheets Challenge Worksheets	Teacher-made worksheets Various Resource Books Manipulatives Math Boards <u>Fantastic Five</u>	NIF1, AIB1, AIVB2, AIVB3, AIIC1, AIA1, AIB2, AIVB1, GIIB1, GIIIA1, GIIB1, GIIC1

5th Grade Science

The quarter units will be taught as determined by delivery of district Science kits.

	Text Materials	Other Materials	Science Standards
Force, Motion and Design	<u>Scott Foresman Science</u> "Unit B" (pg. B46-B53, B56-B59, B62-B68) SF Transparency Lesson 6 SF Lab Manual – 33-38	Teacher-made worksheets STC: Motion & Design Kit Video Streaming Bill Nye Videos	5-5.1, 5-5.2, 5-5.3, 5-5.4, 5-5.5, 5-5.6 Observe, Classify, Communicate, Investigate, Infer
Cells	<u>Scott Foresman Science</u> "Unit A" (pg. A8-A15, A38) SF Lab Manual (pg. 5-6) <u>Harcourt Health and Fitness</u> (p. 4-6)	Teacher-made worksheets Cells Projects Video Streaming Bill Nye Videos	5-2.1 Observe, Classify, Communicate, Investigate, Infer
Ecosystems (Aquatic/ Terrestrial)	<u>Scott Foresman Science</u> "Unit A" (pg. A110-A115, A118-134) SF Lab Manual (pg. 21-24) <u>Houghton Mifflin Reading</u> "Theme 6: Animal Encounters" (pg. 595-673) Leveled Readers: <u>Underwater Pilot, Invaders, Emma Boyle, Emerald Cathedral</u>	Teacher-made worksheets STC: Ecosystems Kit RMSC – "Owl Pellet" Program Paris Mountain Field Trip Video Streaming Bill Nye Videos	5-2.2, 5-2.3, 5-2.4, 5-2.5 Observe, Classify, Communicate, Investigate, Infer
Changes in Earth's Surface: Landforms and Oceans	<u>Scott Foresman Science</u> "Unit C" (pg. C8-C11, C14-C20, C76-C81) SF Lab Manual (pg. 55-58, 69-70) SF Instructional Resources -76 SF Transparency Lesson – 9, 11 <u>Houghton Mifflin Reading</u> "Theme 1: Nature's Fury" Leveled Readers: <u>Earthquake, Riding Out Storm, Earth's Surface, Hurricane Opal, Earthquake Alaska, Floods, MX's Smoky Mts, Deep Blue Lake</u>	Teacher-made worksheets Oceans Science Kit Video Streaming Bill Nye Videos	5-3.1, 5-3.2, 5-3.3, 5-3.4, 5-3.5, 5-3.6 Observe Classify Communicate Investigate Infer
Properties of Matter	<u>Scott Foresman Science</u> "Unit B" (pg. B24-B29) "Unit C" (pg. C48-C55) SF SC Connections – 27-29, 30	Teacher-made worksheets FOSS: Mixtures and Solutions Kit Video Streaming Bill Nye Videos	5-4.1, 5-4.2, 5-4.3, 5-4.4, 5-4.5, 5-4.6, 5-4.7, 5-4.8 Observe, Classify, Measure, Communicate, Investigate, Infer
Scientific Inquiry	<u>Scott Foresman Science</u> Handbook pg. 1-29	Student Invention Project (Fall) Student Experiment Project (Spring) Teacher-made materials Video Streaming	5-1.1, 5-1.2, 5-1.3, 5-1.4, 5-1.5, 5-1.6, 5-1.7, 5-1.8

**Grade 5 – Social Studies Standards
U.S. Studies 1877 to Present**

Reconstruction

Standard 5-1	The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.
5-1.1	Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln’s assassination on the course of Reconstruction (P,H,E)
5-1.2	Summarize the provisions of the 13 th , 14 th , and 15 th Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P,E,H)
5-1.3	Explain effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen’s Bureau. (P,G,E,H)
5-1.4	Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E,P)
5.1.5	Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States.

Westward Expansion

Standard 5-2	The student will demonstrate an understanding of the continued westward expansion of the United States.
5-2.1	Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G,H)
5-2.2	Illustrate the effects of settlement on the environment of the West including changes in the physical and human systems. (G)
5-2.3	Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G,E,H)
5-2.4	Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants. (E,H)
5-2.5	Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement. (P,G,E,H)

Industrial Revolution, Immigration, WWI

Standard 5-3	The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States’ becoming a world power.
5-3.1	Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. (E,H)
5-3.2	Identify prominent inventors/scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander G. Bell, the Wright Brothers, and Albert Einstein. (H)
5-3.3	Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shifts from an agrarian to an industrial economy, and the rise of big business. (P,G,E,H)
5-3.4	Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P,G,E,H)
5-3.5	Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P,G,E,H)
5-3.6	Summarize actions by the U.S. that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the U.S. in the building of the Panama Canal and in World War I. (P,G,H)

Roaring Twenties, Great Depression, World War II

5-4	The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.
5-4.1	Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and the movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (P,E,H)
5-4.2	Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P,G,E,H)
5-4.3	Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P,E,H)
5-4.4	Explain the principal events related to the U.S.'s involvement in WWII—including the bombing of Pearl Harbor, the invasion in Normandy, Pacific Island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin Roosevelt, Joseph Stalin, and Adolf Hitler. (P,G,H)
5-4.5	Summarize the political and social impact of WWII, including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments. (P,E,H)
5-4.6	Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on WWII and the economy of the U.S. (P,E,H)
5-4.7	Explain the effects of increasing worldwide economic interdependence following WWII, including how interdependence between nations affected economic productivity, politics, and world trade. (P,G,E,H)

Cold War Era, Civil Rights

Standard 5-5	The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era.
5-5.1	Summarize the impact of cultural developments in the U.S. following WWII, including the significance of pop culture and mass media and the population shifts to the suburbs. (G,H)
5-5.2	Summarize changes in the U.S. economy following WWII, including the expanding job market and service industry, consumerism, and new technology. (E,P,H)
5-5.3	Explain advances of the civil rights movement in the U.S., including key events/people: desegregation of the armed forces, <i>Brown vs. Board of Education</i> , M. L. King, Jr., Rosa Parks, and Malcolm X, (P,G,H)
5-5.4	Explain the course of the Cold War, including differing economic and political philosophies of the Soviet Union (USSR) and the U.S., the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban Missile Crisis, and the Vietnam War. (P,G,E,H)
5-5.5	Explain the political alliances and policies that impacted the U.S. in the latter part of the 20th century, including the NATO, the United Nations, and OPEC. (P,H,E,G)

End of Cold War to Present Day

Standard 5-6	The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.
5-6.1	Use a map to identify regions of the U.S. political involvement since the fall of the communist states, including the Middle East, Central America, the Caribbean, Africa, the Balkans and Asia (P,G,H)
5-6.2	Explain how humans change the physical environment of regions and the consequences of such changes, including the use of natural resources and the expansion of transportation systems. (P,G,E)
5-6.3	Explain how technological innovations have changed daily life in U.S. since early 1900s, including economy and culture changes brought about by computers, electronics, satellites, and mass communication systems. (E,H)
5-6.4	Identify examples of cultural exchange between the U.S. and other countries that illustrate the importance of popular culture and the influence of popular American culture in other places in the world, including music, fashion, food, and movies. (G,H)
5-6.5	Summarize the changes that have taken place in U.S. foreign policy since 1992, including the globalization of trade and the war on terrorism. (P,H,G,E)
5-6.6	Compare the position of the U.S. on the world stage following WWI, WWII, and the collapse of the communist states. (P,H)

Grade 5 – Science Standards

Scientific Inquiry

Standard 5-1	The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
5-1.1	Identify questions suitable for generating a hypothesis.
5-1.2	Identify independent (manipulated), dependent (responding), and controlled variables in an experiment.
5-1.3	Plan and conduct controlled scientific investigations, manipulating one variable at a time.
5-1.4	Use appropriate tools and instruments (including a timing device and a 10x magnifier) safely and accurately when conducting a controlled scientific investigation.
5-1.5	Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables.
5-1.6	Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.
5-1.7	Use a simple technological design process to develop a solution or a product, communicating the design by using descriptions, models, and drawings.
5-1.8	Use appropriate safety procedures when conducting investigations.

Ecosystems: Terrestrial and Aquatic

Standard 5-2	The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)
5-2.1	Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole).
5-2.2	Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.
5-2.3	Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
5-2.4	Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.
5-2.5	Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.

Landforms and Oceans

Standard 5-3	The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)
5-3.1	Explain how natural processes (including weathering, erosion, deposition, landslides, volcanoes earthquakes, and floods) affect Earth's oceans and land in constructive and destructive ways.
5-3.2	Illustrate the geologic landforms of the ocean floor (including the continental shelf and slope, the mid-ocean ridge, rift zone, trench, and the ocean basin).
5-3.3	Compare continental and oceanic landforms.
5-3.4	Explain how waves, currents, tides, and storms affect the geologic features of the ocean shore zone (including beaches, barrier islands, estuaries, and inlets).
5-3.5	Compare the movement of water by waves, currents, and tides.
5-3.6	Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.

Properties of Matter

Standard 5-4	The student will demonstrate an understanding of properties of matter. (Physical Science)
5-4.1	Recall that matter is made up of particles too small to be seen.
5-4.2	Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).
5-4.3	Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.
5-4.4	Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.
5-4.5	Explain how the solute and the solvent in a solution determine the concentration.
5-4.6	Explain how temperature change, particle size, and stirring affect the rate of dissolving.
5-4.7	Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.
5-4.8	Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.

Forces and Motion

Standard 5-5	The student will demonstrate an understanding of the nature of force and motion. (Physical Science)
5-5.1	Illustrate the affects of force (including magnetism, gravity, and friction) on motion.
5-5.2	Summarize the motion of an object in terms of position, direction, and speed.
5-5.3	Explain how unbalanced forces affect the rate and direction of motion in objects.
5-5.4	Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication.
5-5.5	Use a graph to illustrate the motion of an object.
5-5.6	Explain how a change of force or a change in mass affects the motion of an object.

Grade 5 – Mathematics Standards

Number and Operations

	I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
	A. Understand the place-value structure of the base-ten number and be able to represent and compare whole numbers and decimals.
MNIA1	1. Describe the place value structure of decimals.
MNIA2	2. Read and write decimals.
MNIA3	3. Order lists of three or more numbers that contain whole numbers, decimals, or both.
	B. Recognize equivalent representations for the same number and generate them by decomposing and comparing numbers.
MNIB1	1. Write decimals (ten thousandths) in standard and expanded form and in words.
	C. Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.
MNIC1	1. Name and write mixed numbers and improper fractions shown in concrete and pictorial models.
MNIC2	2. Locate points on a number line corresponding to mixed numbers and improper fractions.
MNIC3	3. Explain the relationship between fractions and division.
	D. Use models, benchmarks, and equivalent forms to judge the size of fractions.
MNID1	1. Relate the size of fractions to the benchmark fractions 0 , $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 .
MNID2	2. Compare fractions using symbols ($>$, $<$, and $=$) and words (is greater than, is less than, and equals).
	E. Recognize and generate equivalent forms of commonly used fractions, decimals, and percents
MNIE1	1. Represent fractions as decimals and percents using concrete and pictorial models.
MNIE2	2. Identify equivalent relationships among fractions, decimals, and percents, such as $\frac{1}{4} = .25 = 25\%$.
	F. Explore numbers less than 0 by extending the number line and through familiar application.
MNIF1	1. Describe numbers less than 0 using real world models.
	G. Describe classes of numbers according to characteristics such as the nature of their factors.
MNIG1	1. Identify a number as prime, composite, or neither.
MNIG2	2. Explain the characteristics of prime numbers and composite numbers.
MNIG3	3. Determine the least common multiple of two whole numbers.
	II. Understand meanings of operations and how they relate to one another.
	A. Understand various meanings of multiplication and division.
MNIIA1	1. Solve problems using multiplication and division.
	B. Understand the effects of multiplying and dividing whole numbers.
MNIIIB1	1. Describe and explain the effect on the product when both factors are changed.
MNIIIB2	2. Describe and explain the effect on the quotient when the divisor is changed.
	C. Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.
MNIIIC1	1. Describe the relationships among the four operations.
MNIIIC2	2. Solve multiplication problems such as rates and applications of the Fundamental Counting Principle.
	D. Understand and use properties of operations, such as the distributive of multiplication over addition.
MNIID1	1. Apply the divisibility rules for 3, 6, and 9.
	III. Compute fluently and make reasonable estimates.
	A. Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50.
	B. Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
MNIIIB1	1. Find the quotient and a remainder given a dividend of four digits or less and a divisor of two digits or less.
MNIIIB2	2. Demonstrate fluency in the use of a division algorithm and explain the steps involved.
MNIIIB3	3. Explain computational strategies used to solve mathematical problem situations.
	C. Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.
MNIIIC1	1. Use estimation as a tool for judging the reasonableness of calculator, mental, and paper-and pencil computations.
MNIIIC2	2. Apply a variety of computational estimation strategies to solve problems involving whole numbers.

	D. Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience.
MNIID1	1. Round decimals to the nearest tenth, hundredth, and thousandth.
MNIID2	2. Estimate the sum and difference of decimals through thousandths and determine the reasonableness of results.
	E. Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.
MNIIE1	1. Add and subtract commonly used fractions using concrete and pictorial models, and equivalent forms.
MNIIE2	2. Multiply commonly used fractions (including decimals) using area models.
MNIIE3	3. Relate connections between products of fractions and products of decimals using area models.
MNIIE4	4. Add and subtract decimals through thousandths.
	F. Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.
MNIIF1	1. Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.

Algebra

	I. Understand patterns, relations, and functions.
	A. Describe, extend, and make generalizations about geometric and numeric patterns.
MAIA1	1. Using models and calculators, analyze and extend numeric and geometric patterns such as triangular numbers, perfect squares, and arithmetic sequences.
MAIA2	2. Find the missing elements in numeric and nonnumeric patterns.
	II. Represent and analyze patterns and functions, using words, tables, and graphs.
	A. Identify such properties as commutative, associative, and distributive and use them to compute with whole numbers. (refer to these concepts in "Numbers and Operations" strand)
	B. Represent the idea of a variable as an unknown quantity using a letter or symbol.
MAIB1	1. Use variables to write a mathematical expression in symbolic form.
	C. Express mathematical relationships using equations.
MAIC1	1. Use a variable to write an open sentence representing a given mathematical relationship.
	III. Use mathematical models to represent and understand quantitative relationships.
	A. Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.
MAIIA1	1. Use a single variable to create a problem situation based on a given open sentence.
	IV. Analyze change in various contexts.
	A. Investigate how a change in one variable relates to a change in a second variable.
MAIVA1	1. Describe the relationship among distance, speed, and time.
	B. Identify and describe situations with constant or varying rates of change and compare them.
MAIVB1	1. Create charts and graphs to show change over time.
MAIVB2	2. Represent situations with number tables, graphs, and verbal descriptions.
MAIVB3	3. Associate tables, graphs, and stories of the same event.

Geometry

	I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.
	A. Identify, compare, and analyze attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes.
MGIA1	1. Using models and appropriate vocabulary, compare and analyze attributes of polygons, polyhedra, cones, cylinders.
	B. Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.
MGIB1	1. Using models and appropriate vocabulary classify quadrilaterals, polyhedra, cones, and cylinders according to their attributes.
MGIB2	2. Develop definitions for classes of two- and three-dimensional shapes.
	C. Investigate, describe, and reason the results of subdividing, combining, and transforming shapes
	D. Explore congruence and similarity.
MGID1	1. Compare two-dimensional shapes to determine if they are similar by transformations of magnifying or shrinking.

	E. Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.
MGIE1	1. Make and test conjectures about geometric properties and relationships and then develop logical arguments to justify the conclusions.
MNIE2	II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
	A. Describe location and movement using common language and geometric vocabulary.
	B. Make and use coordinate systems to specify locations and to describe paths.
MGIIB1	1. Using ordered pairs of numbers, locate and name points in the first quadrant of a coordinate system.
	C. Find the distance between points along horizontal and vertical lines of a coordinate system.
MGIIC1	1. Find the distance between points in the first quadrant of a coordinate system along horizontal and vertical lines.
	III. Apply transformations and use symmetry to analyze mathematical situations
	A. Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.
MGIIIA1	1. Predict the results of geometric motion of shapes including combinations of translations (slides), reflections (flips), and rotations (turns).
	B. Describe a motion or a series of motions that will show that two shapes are congruent.
MGIIIB1	1. Describe series of motions that may be used to show that two shapes are congruent.
	C. Identify and describe line and rotational symmetry in two-/three-dimensional shapes and designs.
MGIIIC1	1. Determine whether given two-dimensional shapes and designs have rotational symmetry.
MGIIIC2	2. Investigate and describe symmetry and congruence of shapes drawn on a grid.
	IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.
	A. Build and draw geometric objects
MGIVA1	1. Build and draw three-dimensional objects
	B. Create and describe mental images of objects, patterns, and paths.
MGIVB1	1. Sketch the front, top, and side views of a model of a three-dimensional shape built with cubes.
	C. Identify and build a three-dimensional object from two-dimensional representation of that object.
	D. Identify and build a two-dimensional representation of a three-dimensional object.
	E. Use geometric models to solve problems in other areas of math, such as number and measurement. (refer to these concepts in the “Number and Operations” and “Measurement” strands)
	F. Recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life.

Measurement

	I. Understand measurable attributes of objects and the units, systems, and processes of measurement.
	A. Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute.
MMIA1	1. Using models, investigate and describe the measure of circumference of a circle as length.
MMIA2	2. Identify, describe and draw right, acute, and obtuse angles.
MMIA3	3. Using models, create examples of polygons with a given area and explain.
MNIA4	4. Using models, create examples of right prisms with a given volume and explain.
MNIA5	5. Select units appropriate for the attributes being measured (length, area, volume) and explain.
	B. Understand the need for measuring with standard units and become familiar with standard units in the Customary and Metric Systems.
	C. Carry out simple unit conversions, such as from centimeters to meter, within a system of measurement.
	D. Understand that measurements are approximations and understand how differences in units affect precision.
MMID1	1. Describe factors that affect precision such as the limitations of the measuring tool, the scale of the measuring instrument, and the need for accuracy.
	E. Explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way.
MMIE1	1. Compare changes in area and changes in total perimeter when shapes are combined or subdivided.
MMIE2	2. Construct models to demonstrate the effect of holding one variable constant while changing the value of another variable, such as building rectangles with varying perimeters and constant areas.
	II. Apply appropriate techniques, tools, and formulas to determine measurements.
	A. Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes.

MMIIA1	1. Compare and evaluate different strategies for estimating area and perimeter of irregular shapes.
MMIIA2	2. Develop and describe strategies for estimating volumes of irregular shapes.
	B. Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.
MMIIB1	1. Select and use appropriate tools and units to measure given items to an indicated precision (time in seconds through years; length in millimeters through kilometers; one-eighth of an inch through miles; liquid volume in milliliters through liters; ounces through gallons; mass/weight in milligrams through kilograms, ounces to pounds).
MMIIB2	2. Determine an amount of elapsed time in hours, minutes, and seconds within a 24-hour period.
MMIIB3	3. Using a protractor, measure angles between 0 and 180 degrees inclusive.
	C. Select and use benchmarks to estimate measurements.
	D. Develop, understand, and use formulas to find the area of rectangles, and related triangles, and parallelograms.
MMIID1	1. Investigate and solve problems involving area, using concrete, graphic or pictorial models to identify patterns and develop formulas for determining area.
MMIID2	2. Describe and determine the area of rectangles and related triangles and parallelograms.
	E. Develop strategies to determine the surface areas and volumes of rectangular solids.
MMIIE1	1. Using models, develop and describe strategies for determining the volume and surface area of rectangular solids.

Data Analysis and Probability

	I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
	A. Design investigations to address a question and consider how data-collection methods affect the nature of the data set.
MDIA1	1. Compare data sets collected in different ways to address a given questions and then determine how the methods of collection affected the data sets.
	B. Collect data using observations, surveys, and experiments.
MDIB1	1. Collect data using observations, surveys, and experiments.
	C. Represent data using tables and graphs such as line plots, bar graphs, and line graphs.
MDIC1	1. Determine appropriate horizontal and vertical scales for data sets and then how to represent zero on a graph.
MDIC2	2. Construct and interpret tables and line graphs for data sets from applied situations.
MDIC3	3. Explain what type of graph may be appropriate fro a given data set.
	D. Recognize the differences in representing categorical and numeric data.
MDID1	1. Compare the types of graphs that may be used for categorical data with the types that may be used for numerical data.
	II. Select and use appropriate statistical methods to analyze data.
	A. Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed.
MDIIA1	1. Describe the features of a data set, including measures of center, range, and outliers.
	B. Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set.
MDIIB1	1. Find the mean, median, and mode of a numerical data set and explain what each indicates about the set.
	C. Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.
MDIIC1	1. Compare the different types of graphs (bar, line, (dot) plot, line graph, and pictograph) to represent a given data set and explain the benefits of each.
	III. Develop and evaluate inferences and predictions that are based on data.
	A. Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.
MDIIIA1	1. Make and justify predictions based on data from a variety of applied situations.
MDIIIA2	2. Consider alternative explanations to the conjectures formed on the basis of presentations of data and then design further studies to test the conjectures.
	IV. Understand and apply basic concepts of probability.
	A. Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible.
	B. Predict the probability of outcomes of simple experiments and test the predictions.
MDIVB1	1. Determine the probability of a simple single-stage and a two-stage event.

MDIVB2	2. Create a problem statement involving probability based on information from a given problem situation. (Students will not be required to solve the problem created)
	C. Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1.
MDIVC1	1. Understand when the probability of an event is 0 or 1 and give examples in each case.
MDIVC2	2. Explain why the sum of probabilities of the outcomes of an experiment must equal 1.

Grade 5 – Language Arts Standards

Reading Process and Comprehension

5-R1	The student will integrate various cues and strategies to comprehend what he or she reads
5-R1.1	Demonstrate the ability to use a variety of strategies to derive meaning and to read fluently.
5-R1.2	Demonstrate the ability to read independently for an extended time to derive pleasure and gain information.
5-R1.3	Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
5-R1.4	Demonstrate the ability to summarize and paraphrase texts.
5-R1.5	Demonstrate the ability to analyze details in texts.
5-R1.6	Demonstrate the ability to ask and answer questions about texts.
5-R1.7	Demonstrate the ability to make predictions about stories.
5-R1.8	Demonstrate the ability to paraphrase the main ideas of texts.
5-R1.9	Demonstrate the ability to draw conclusions and make inferences.
5-R1.10	Demonstrate the ability to categorize and classify ideas.
5-R1.11	Demonstrate the ability to analyze cause and effect.
5-R1.12	Demonstrate the ability to analyze fact and opinion.
5-R1.13	Demonstrate the ability to follow multi-step directions in a technical manual.
5-R1.14	Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
5-R1.15	Demonstrate the ability to respond to texts through a variety of methods such as creative dramatics, writing, and graphic art.
5-R1.16	Continue using skimming and scanning techniques.
5-R1.17	Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
5-R1.18	Begin detecting bias and identifying propaganda techniques.

Analysis of Texts

5-R2	The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.
5-R2.1	Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone.
5-R2.2	Demonstrate the ability to identify conflict in a literary work; begin comparing and contrasting conflicts in a variety of literary works.
5-R2.3	Demonstrate the ability to identify the narrator's point of view in a work of fiction.
5-R2.4	Begin comparing and contrasting theme in a variety of texts.
5-R2.5	Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax).
5-R2.6	Demonstrate the ability to identify devices of figurative language such as similes, metaphors, hyperbole, and personification and sound devices such as alliteration and onomatopoeia.
5-R2.7	Demonstrate the ability to distinguish between fiction and nonfiction.
5-R2.8	Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.
5-R2.9	Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.
5-R2.10	Demonstrate the ability to the author's purpose in a variety of texts.
5-R2.11	Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.
5-R2.12	Continue developing objective criteria for evaluating texts in a variety of genres.

Word Study and Analysis

5-R3	The student will use knowledge of graphophonics and word analysis to determine the meanings of unfamiliar words and to read texts with understanding.
5-R3.1	Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and thesaurus.
5-R3.2	Demonstrate the ability to identify word origins and derivatives to determine the meaning of words or phrases and to refine word choice.
5-R3.3	Demonstrate the ability to apply and use roots and affixes to analyze the meaning of complex words.
5-R3.4	Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar words and multiple meaning words.
5-R3.5	Demonstrate the ability to analyze the figurative use of words in context.
5-R3.6	Demonstrate the ability to make simple analogies; continue recognizing complex analogies.

The Writing Process

5-W1	The student will apply a process approach to writing.
5-W1.1	Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.
5-W1.2	Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.
5-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting detail.
5-W1.4	Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.
5-W1.5	Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.
5-W1.6	Demonstrate the ability to write and publish in a variety of formats.
5-W1.6.1	Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
5-W1.6.2	Begin writing business letters.
5-W1.6.3	Begin writing essays, reports, articles, and proposals.
5-W1.6.4	Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others.

Writing Purposes

5-W2	The student will write for a variety of purposes.
5-W2.1	Demonstrate the ability to use writing to explain and inform.
5-W2.2	Demonstrate the ability to use writing to learn, entertain, and describe.

Responding to Texts

5-W3	The student will respond to texts written by others.
5-W3.1	Demonstrate the ability to respond to texts both orally and in writing.
5-W3.2	Demonstrate the ability to use literary models to refine his or her own writing style.
5-W3.3	Continue using texts to make connections and to support ideas in his or her own writing.

Legibility

5-W4	The student will create legible texts.
5-W4.1	Demonstrate the ability to write legibly using print or cursive handwriting.

Communication: Speaking

5-C1	The student will use speaking skills to participate in large and small groups in both formal and informal situations.
5-C1.1	Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level; begin using appropriate gestures, facial expressions, and posture when making oral presentations.
5-C1.2	Demonstrate the ability to initiate conversation.
5-C1.3	Continue using language and vocabulary appropriate for the purpose and audience.
5-C1.4	Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.
5-C1.5	Demonstrate the ability to give brief presentations, demonstrations, and oral reports.
5-C1.6	Demonstrate the ability to participate in creative dramatics.
5-C1.7	Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
5-C1.8	Demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentation.
5-C1.9	Demonstrate the ability to give accurate directions.
5-C1.10	Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.
5-C1.11	Demonstrate the ability to summarize conversations and discussions.
5-C1.12	Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
5-C1.13	Demonstrate the ability to express and explain ideas orally with fluency and confidence.
5-C1.14	Demonstrate the ability to use effective organizational strategies to prepare for oral presentations.
5-C1.15	Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.

Communication: Listening

5-C2	The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
5-C2.1	Demonstrate the ability to listen for meaning in conversations and discussions.
5-C2.2	Demonstrate the ability to summarize conversations and discussions.
5-C2.3	Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
5-C2.4	Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
5-C2.5	Continue listening to record information as a member of a group.

Communication: Viewing

5-C3	The student will comprehend and analyze information he or she receives from nonprint sources.
5-C3.1	Demonstrate the ability to make predictions about the content of what he or she views.
5-C3.2	Demonstrate the ability to analyze details, character, setting, and cause and effect in material from nonprint sources.
5-C3.3	Demonstrate the ability to summarize information that he or she receives from nonprint sources.
5-C3.4	Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.
5-C3.5	Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.
5-C3.6	Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.
5-C3.7	Continue evaluating the ways that different nonpaying sources influence and inform.
5-C3.8	Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge.

Research Goals

5-RS1	The student will use select a topic for exploration.
5-RS1.1	Demonstrate the ability to ask questions to guide his or her research inquiry.
5-RS1.2	Demonstrate the ability to construct questions about a topic.

Gathering Information and Refining a Topic

5-RS2	The student will gather information from a variety of sources.
5-RS2.1	Demonstrate the ability to use a variety of resources, including technology, to access information.
5-RS2.2	Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.
5-RS2.3	Demonstrate the ability to document sources by listing titles and authors.
5-RS2.4	Continue conducting independent research using available resources, including technology.
5-RS2.5	Continue summarizing the information that he or she has gathered.

Preparing and Presenting Information

5-RS3	The student will use a variety of strategies to prepare and present selected information.
5-RS3.1	Demonstrate the ability to classify and organize information by categorizing and sequencing.
5-RS3.2	Demonstrate the ability to present his or her research findings in a variety of formats.

PACT Editing Reminders:

- Write interesting and clear ideas.
- Use details and descriptions.
- Write a beginning, middle, and end.
- Stay on topic.
- Check spelling.
- Check punctuation.
- Check for correct use of capital letters.