GRADE FIVE
ENGLISH LANGUAGE ARTS/READING
GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.
2.0 Students use reading process skills and strategies to build comprehension.
3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
8.0 Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.
9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
10.0 Students participate in discussions to offer information, clarify ideas, and support a position.
11.0 Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS AND DECODING
PHONICS/STRUCTURAL ANALYSIS AND SPELLING

It is expected that students will:

(5)1.2 use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context [NS/PS 1.5.2]
a. root words
b. suffixes (ity, ive, ist, ant, ent)
c. prefixes (fore, pro, co, il, en, sub)
d. plurals (regular/irregular)
e. possessives (singular/plural)
f. comparatives/superlatives
g. pronoun antecedents
h. context clues
(5)1.3 identify and use the meaning of high-frequency Greek and Latin-derived roots and affixes to determine the meaning of words [NS/PS 1.5.3]
(5)1.4 use dictionaries and glossaries to find word origins, pronunciations, and to determine meanings of unknown words [NS/PS 1.5.4]
(5)1.5 use context clues such as restatement, definitions, and examples to determine the meaning of unknown words [NS/PS 1.5.5]
(5)1.6 use sound patterns to spell correctly
   a. less common blends, digraphs, double consonants, silent consonants
   b. variations of long and short vowels
   c. difficult consonant spellings
(5)1.7 use structure rules to spell correctly
   a. forming plurals using s, es, ies, ves
   b. adding er and est
   c. adding suffixes and prefixes
(5)1.8 use spelling strategies to spell correctly

VOCABULARY
It is expected that students will:
(5)1.9 develop vocabulary by listening to and discussing selections read aloud
(5)1.10 develop vocabulary through meaningful experiences (e.g. wide reading, discussion of word meanings, interactive activities, examples and non-examples)
(5)1.11 understand and explain the figurative and metaphorical use of words in context.
   d. homonyms
   e. content area words
(5)1.12 build vocabulary by expanding knowledge of word meanings
   a. multiple meaning words
   b. synonyms
   c. antonyms
   d. homonyms
   e. content area words

READING COMPREHENSION - PROCESS SKILLS AND STRATEGIES
It is expected that students will:
(5)2.1 select and apply pre-reading, during, and post-reading strategies to enhance comprehension [NS 2.5.1]
   a. make a plan for reading
   b. access prior knowledge
   c. preview text
   d. make predictions
   e. set a purpose
   f. choose a graphic organizer
   g. make connections to personal experiences and knowledge
ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

h. connect, compare, and contrast the story elements in text
i. discuss authors and illustrators

(5)2.2 respond to and generate questions
(5)2.3 locate words and/or sentences to answer questions
(5)2.4 determine importance in stories
   a. recall important details/facts of the text while reading
   b. recall sequence of events
   c. identify purpose
   d. recall the main idea of text while reading

(5)2.5 form mental pictures before, during, and after reading
(5)2.6 make inferences using prior knowledge, textual information, and pictures
(5)2.7 retell the main idea of text (synthesize)
(5)2.8 apply self-correcting strategies to gain meaning from text [NS 2.5.2]
   a. use structural analysis to identify words (affixes and root words)
   b. know when meaning is lost
   c. check understanding against predictions
   d. use self-questioning
   e. use context clues
   f. reread
   g. read to further clarify

(5)2.9 select and use a variety of skills and strategies during reading to aid comprehension [NS/PS 2.5.3]
   a. identifying main ideas and details
   b. recalling sequence of events
   c. identifying fact and opinion
   d. identifying cause and effect
   e. verifying predictions
   f. summarizing
   g. paraphrasing
   h. drawing conclusions and making inferences

(5)2.10 use knowledge of familiar vocabulary words to comprehend
(5)2.11 demonstrate fluency (see fluency chart, Resource Section)
   a. read orally with ease and expression
   b. read with appropriate rate and accuracy
   c. adjust reading rate to suit reading purpose and difficulty of the text [NS 2.5.1]
      [NS 2.5.5]
(5)2.12 clarify understanding of text [NS/PS 2.5.4]
   a. note-taking
   b. outlining
   c. completing a graphic organizer
   d. summarizing
   e. writing a report
   f. compare/contrast story elements
   g. classify text information
READING COMPREHENSION - LITERATURE

It is expected that students will:

(5)3.1 distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved [NS/PS 3.5.1]

(5)3.2 make inferences supported by the text about characters’ traits and motivations, and make predictions about conflicts and resolutions [NS/PS 3.5.2]

(5)3.3 identify historical events and cultural contexts as portrayed in literature [NS 3.5.3]

(5)3.4 compare stated and implied themes in a variety of works [NS/PS 3.5.4]

(5)3.5 locate and interpret figurative language, including simile, metaphor, and personification in text [NS/PS 3.5.5]

(5)3.6 describe how authors’ purpose(s) and writing styles influence reader response [NS 3.5.6]

(5)3.7 describe differences in purpose and structure in a variety of fiction and non-fiction selections [NS/PS 3.5.7]

a. stories
b. plays
c. poetry
d. biographies
e. myths/legends
f. informational articles
g. fiction (mystery, science fiction, realistic fiction, historical fiction)
h. content area text (science, social studies, math)
i. manuals, instruction books
j. encyclopedias, references

(5)3.8 demonstrate an active interest in reading

a. read silently daily
b. select books of choice
c. express a preference of authors and books
d. use reading to locate information and solve problems

READING COMPREHENSION - INFORMATIONAL TEXTS

It is expected that students will:

(5)4.1 use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text [NS/PS 4.5.1]

(5)4.2 clarify and connect main ideas and concepts and identify their relationship to other sources and related topics [NS/PS 4.5.2]

(5)4.3 read to evaluate new information and hypotheses by comparing them to known information and ideas [NS/PS 4.5.3]

(5)4.4 draw conclusions and make inferences about texts supported by textual evidence and experience [NS/PS 4.5.4]

(5)4.5 identify authors’ ideas and purposes in texts including advertisements and public documents [NS/PS 4.5.5]

(5)4.6 read and follow multi-step directions in order to perform procedures and complete tasks [NS/PS 4.5.6]
WRITING - COMPOSITION

It is expected that students will:

(5)5.1 participate in daily writing activities (e.g., journals, learning logs, reports)
(5)5.2 write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources [NS/PS 5.5.1]
(5)5.3 write well-organized communications such as, friendly or business letters with envelope in an appropriate format for a specific audience and purpose [NS/PS 5.5.2]
(5)5.4 write a narrative or story that develops a plot or sequence and uses “showing” rather than “telling” details to describe the setting, characters, and events of the story [NS 5.5.3]
(5)5.5 write responses to literary selections by supporting ideas with selected examples [NS/PS 5.5.4]
(5)5.6 write summaries of oral and written stories [NS 5.5.5]
(5)5.7 write short expository text that speculates on causes and effects and offers simple persuasive evidence [NS/PS 5.5.6]
(5)5.8 use expanded vocabulary in writing
   a. action verbs
   b. adjectives
   c. figurative language
   d. transition words
   e. synonyms/antonyms

WRITING - PROCESS

It is expected that students will:

(5)6.1 use the writing process
   a. prewriting
   b. drafting
   c. revising
   d. editing
   e. publishing
(5)6.2 use the analytic writing traits
   a. ideas
   b. organization
   c. voice
   d. word choice
   e. sentence fluency
   f. conventions
(5)6.3 generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models [NS 6.5.1]
(5)6.4 organize ideas through activities [NS 6.5.2]
   a. outlining
   b. listing
   c. webbing
   d. mapping
ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

(5)6.5 write paragraphs and compositions with main ideas that are supported by relevant details and state a conclusion [NS/PS 6.5.3]

(5)6.6 revise compositions to improve the meaning and focus of writing [NS 6.5.4]
   a. addition and deletion of words
   b. clarification and rearrangement of words and sentences
   c. organization
   d. sentences in sequence
   e. topic sentence and details
   f. transition words
   g. varied sentence beginnings

(5)6.7 edit for use of standard English [NS 6.5.5]

(5)6.8 produce writing with a voice that shows awareness of an intended audience and purpose [NS 6.5.6]

(5)6.9 share final drafts with a designated audience [NS 6.5.7]

WRITING - MECHANICS

It is expected that students will:

(5)7.1 use correct grammar when writing [NS/PS 7.5.1]
   a. pronoun case
   b. comparative/superlative modifiers
   c. misused verbs (lie/lay, sit/set, rise/raise)
   d. subject-verb agreement
   e. adjectives/adverbs
   f. verb tense
   g. possessives
   h. articles (a, an, the)

(5)7.2 identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas [NS/PS 7.5.2]

(5)7.3 use correct punctuation when writing [NS/PS 7.5.3; PS 7.5.A1]
   a. colons to introduce a list
   b. quotation marks around exact words of speakers and names of poems, songs, and short stories
   c. colon between hour and minutes
   d. commas in dates
   e. commas between city and state
   f. commas to separate words in a series
   g. commas to set off name in a direct address
   h. commas to set off a “yes” or “no” answer to a question
   i. commas and quotation marks in direct quotations
   j. periods in abbreviations
   k. periods in initials
   l. greeting and closing of a letter, memo, fax

(5)7.4 use rules of capitalization [NS/PS 7.5.4]
   a. beginning of sentences
   b. proper nouns
   c. titles (people and books)
   d. main and subtopics in an outline
ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

e. greeting and closing in business letters
f. dates and holidays
g. first word of a quotation
h. pronoun "I"

(5)7.5 use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes [NS/PS 7.5.5]

(5)7.6 create readable compositions that are legible [NS 7.3.6]
  a. form cursive letters correctly
  b. adhere to margins
  c. use correct spacing between letters in a word and words in a sentence

LISTENING
It is expected that students will:

(5)8.1 interpret a speaker’s verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion [NS/PS 8.5.1]

(5)8.2 identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback [NS/PS 8.5.2]

(5)8.3 recognize and describe language and dialect usage that vary in different contexts, regions, and cultures [NS 8.5.3]

(5)8.4 follow multi-step oral directions to complete a task [NS 8.5.4]

SPEAKING
It is expected that students will:

(5)9.1 use specific and varied vocabulary and apply standard English to communicate ideas [NS 9.5.1]

(5)9.2 select and use appropriate public speaking techniques [NS 9.5.2]
  a. gestures
  b. facial expressions
  c. posture
  d. speaking rate/pace
  e. enunciation
  f. volume
  g. clarity

(5)9.3 give organized reports that demonstrate a clear point of view and incorporate multi-media aids as needed for enhancement [NS/PS 9.5.3]

(5)9.4 give multi-step directions to complete a task [NS/PS 9.5.5]

(5)9.5 read aloud and recite literary, dramatic, and original works [NS 9.5.4]

DISCUSSION
It is expected that students will:

(5)10.1 participate in conversations and group discussions as a contributor and leader [NS/PS 10.5.1]

(5)10.2 ask and answer literal, critical, and evaluative questions to clarify or extend ideas [NS/PS 10.5.2]
ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

(5)10.3 share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively  [NS 10.5.3]
(5)10.4 compare and contrast ideas and viewpoints of several speakers  [NS/PS 10.5.4]

RESEARCH AND STUDY SKILLS

It is expected that students will:

(5)11.1 formulate research questions and establish a focus and purpose for inquiry  [NS/PS 11.5.1]
(5)11.2 select information from multiple resources to answer questions  [NS/PS 11.5.2]
(5)11.3 give credit for others’ ideas, images, and information by listing sources used in research  [NS 11.5.3]
(5)11.4 record information  [NS/PS 11.5.4]
   a. note-taking
   b. organizational formats (graphic organizers)
   c. outlining
(5)11.5 present research findings using charts, maps, or graphs with written text  [NS 11.5.5]
(5)11.6 use parts of a book to locate information and answer questions
   a. glossary
   b. graphs, charts, maps
   c. index, table of contents
   d. appendix
(5)11.7 use test-taking strategies
   a. complete objective tests within a set time limit
   b. reread to verify answers to multiple choice questions
   c. skim and scan to locate answers to questions
   d. identify and use effective strategies
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)  
“ESPÁÑOL PARA TI” VIDEO/DVD PROGRAM  
GRADE FIVE

GOALS

The goals of the fifth grade “Español para ti” Video/DVD Program are to continue the development of listening and speaking skills, enabling children to communicate more freely, and to begin the process of reading in Spanish. Culture is an integral part of the program.

The fifth grade program is based on the principles of spiral learning which states that language acquisition takes place over time when there is ample opportunity for review and practice, and that mastery of concepts requires constant repetition. Therefore, the fifth grade lessons will revisit much of the curriculum taught in first, second, third, and fourth grades and will present new vocabulary, structures, and cultural concepts.

When listening, children will augment basic vocabulary, structures, and expressions essential for everyday communication. When speaking, children will respond to more questions, statements and commands using words, phrases, songs, and sentences. In literacy, students will review the Spanish alphabet and read words, sentences, and stories in Spanish. Also, they begin to write familiar words. For the study of culture, students will consider the spread of Spanish from Spain to the New World and the adoption of Hispanic names for cities in our country, while they continue to explore Hispanic customs. The FLES Video/DVD Guide provides a complete overview of the fifth grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every lesson; accompanying reinforcement activities; and music activities. All activities are designed to be interactive and to accommodate various learning styles.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

TARGET VOCABULARY

- 12 first-person verb forms
- 4 geometric forms
- 17 descriptive adjectives
- 8 vocabulary words related to picnics
- 15 animals
- 18 circus terms
- 3 S.O.S. terms
- 5 terms related to health
- Expressions for clock time
- 5 expressions for math operations
- 8 courtesy expressions
- 8 family members
- 28 terms related to workers in the community
- 4 prepositions
- 10 geographic terms
FLES GRADE FIVE (continued)

STRUCTURE
- Answer “¿Qué haces tú?” (What do you do?)
- Answer “¿Qué hora es?” (What time is it?)
- Answer “¿Cuántos son?” (How many are there?)
- Answer “¿Qué es?” (What is it?)
- Answer “¿Cuánto cuesta?” (How much does it cost?)
- Answer “¿Quién es?/¿Quiénes son?” (Who is it?/Who are they?)
- Express “¿Puede usted ayudarme?” (Can you help me?)
- Express “Me duele.” (It hurts me.)
- Answer “¿Qué quieres ser?” (What do you want to be?)
- Answer “¿Dónde vives?” (Where do you live?)

LITERACY
- Write familiar words and sentences
- Read illustrated stories
HEALTH
GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

1.0 Students will comprehend concepts related to health promotion/disease prevention.

2.0 Students will demonstrate the ability to access valid health information and health-promoting products and services.

3.0 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

4.0 Students will analyze the influence of culture, media, technology, and other factors on health.

5.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health.

6.0 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

7.0 Students will demonstrate the ability to advocate for personal, family, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH AND FITNESS

It is expected that students will:

(5)1.1 explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death [NS 1.5.1]
(5)1.2 list consequences of harassment, fighting, and intimidation [NS 3.5.1A]
(5)1.3 demonstrate anger management techniques [NS 3.5.1 B]
(5)1.4 compare and contrast factors responsible for differences in health behavior and health services in different cultures from around the world [NS 4.5.1]
(5)1.5 demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences [NS 6.5.1 A]
(5)1.6 set an individual health goal and identify the steps necessary to achieve it [NS 6.5.1 B]

GROWTH AND DEVELOPMENT

It is expected that students will:

(5)2.1 name and explain the stages of growth and development (e.g., growth rate, levels of autonomy and responsibility) [NS 1.5.2]
(5)2.2 identify the functions of the cardiovascular and respiratory systems (e.g., heart, lungs, arteries, veins, and blood) and the effects of exercise on these systems
HEALTH GRADE FIVE (continued)

(5)2.3 describe the immune system and how it may be affected (e.g., HIV)
(5)2.4 identify the function and inter-relationship of cells, tissues, major organs, and body systems

NUTRITION

It is expected that students will:

(5)3.1 identify the key nutrients and the relationship of a balanced diet and these nutrients to health [NS 1.5.3]
(5)3.2 describe the need for including fiber in the diet and limiting salt, sugar, and fat intakes

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

(5)4.1 describe how family, peers, and information influence the use, misuse, and abuse of drugs [NS 1.5.4]
(5)4.2 demonstrate refusal skills and ways to seek assistance [NS 3.5.2]
(5)4.3 identify methods and sources for seeking protection and abuse prevention
(5)4.4 identify the general effects of drugs on various body systems
(5)4.5 identify positive alternatives to substance abuse

SAFETY

It is expected that students will:

(5)5.1 explain accepted procedures for personal safety when confronted with violence or other hazards [NS 1.5.5]
(5)5.2 distinguish between safe and risky/harmful behaviors [NS 3.5.3]
(5)5.3 identify and describe safety measures to practice at home, at school, and in the neighborhood
(5)5.4 refine skills and strategies for solving interpersonal conflicts without harming self and others [NS 5.5.2]

DISEASE PREVENTION

It is expected that students will:

(5)6.1 discuss common illnesses and how they are transmitted (e.g., bacteria/strep throat; viruses/chicken pox; fungi/ringworm; parasites/lice)
(5)6.2 identify community sources that provide preventive health care (e.g., organizations, locations, and services) [NS 2.5.1]
(5)6.3 demonstrate strategies to manage stress [NS 3.5.4]
(5)6.4 describe ways technology can influence health and chronic disease [NS 4.5.2]
(5)6.5 predict how decisions regarding health behaviors have consequences for self and others [NS 6.5.2]
(5)6.6 describe “universal precaution” policy
COMMUNITY/CONSUMER HEALTH

It is expected that students will:

(5)7.1 identify programs designed to promote community health [NS 1.5.7]
(5)7.2 describe situations requiring professional health services [NS 2.5.2]
(5)7.3 perform basic safety, first aid, and life-saving techniques (e.g., Heimlich maneuver and CPR) [NS 3.5.5]
(5)7.4 analyze how stated and implied messages from media influence health behaviors (e.g., persuasive advertising techniques) [NS 4.5.3]
(5)7.5 explain when to ask for assistance in making health-related decisions and setting health goals [NS 6.5.3]
(5)7.6 demonstrate the ability to work independently when promoting health for self and others [NS 7.5.1A]
(5)7.7 encourage others to make healthy choices [NS 7.5.1B]

ENVIRONMENTAL HEALTH

It is expected that students will:

(5)8.1 explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death [NS 1.5.8]
STATE OF NEVADA INFORMATION LITERACY STANDARDS

1.0 The student who is information literate accesses information efficiently and effectively.

2.0 The student who is information literate evaluates information critically and competently.

3.0 The student who is information literate uses information accurately and creatively.

4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.

5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

INFORMATION ACCESS

It is expected that students will:

(5)1.1 assess whether a range of information problems or questions can be resolved based on one's own knowledge or whether additional information is required [NS 1.A.3]; [ELA/PS 1.5.4, 1.5.5, 11.5.1]

a. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting author, title, subject, keyword, and Boolean type searches

b. utilize guide words, headings, subheadings, and thesis sentences of a paragraph to locate information within a source

(5)1.2 with the teacher's assistance, judge the quality of decisions in terms of the accuracy and completeness of the information on which decisions were based [NS 1.B.3]; [ELA/PS 11.5.2]

(5)1.3 with the teacher's assistance, revise, add, and delete questions as information needs change [NS 1.C.3]; [ELA/PS 10.5.2, 11.5.1]
LIBRARY GRADE FIVE (continued)

(5)1.4 use a full range of information sources to meet differing information needs [NS 1.D.3]; [ELA/PS 1.5.3, 4.5.1, 5.5.2]

(5)1.5 formulate and, with the teacher’s assistance, revise, plans for accessing information for a range of needs and situations [NS 1.E.3]; [ELA/PS 11.5.1]

INFORMATION EVALUATION

It is expected that students will:

(5)2.1 with the teacher’s assistance, judge the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems [NS 2.A.3]; [ELA/PS 4.5.3]
   a. identify different forms of authorship including reteller, editor, compiler, and publisher
   b. compare and contrast the quality of writing of various authors

(5)2.2 assemble facts, opinions, and point of view as appropriate in one’s own work [NS 2.B.3]; [ELA/PS 2.5.4, 11.5.2, 11.5.4]

(5)2.3 judge and with the teacher’s assistance, support judgments as to the degree of inaccuracy, bias, or misleading information in information products [NS 2.C.3]; [ELA/PS 4.5.5, 8.5.2]

(5)2.4 with the teacher’s assistance, integrate accurate, relevant, and comprehensive information to resolve an information problem or question [NS 2.D.3]; [ELA/PS 4.5.4, 11.5.4]

INFORMATION USE

It is expected that students will:

(5)3.1 organize an information product that presents different types of information in the most effective ways [NS 3.8.3]; [ELA/PS 2.5.3, 2.5.4, 4.5.2, 4.5.6, 5.5.1, 9.5.3]

(5)3.2 integrate one’s own previous knowledge with information from a variety of sources to create new meaning [NS 3.B.3]; [ELA/PS 8.5.1, 10.5.2]

(5)3.3 devise creative approaches to use information to resolve information problems or questions [NS 3.C.3]; [ELA/PS 5.5.1, 10.5.4]

(5)3.4 choose the most appropriate format for presenting information and justify that choice [NS 3.D.3]; [ELA/PS 5.5.1, 6.5.3, 9.5.3, 10.5.1]
   a. retell stories with supporting details in sequential order
   b. identify, interpret and analyze the qualities of well-written literature including fiction and non-fiction

INFORMATION PURSUIT

It is expected that students will:

(5)4.1 explore a range of sources to find information on aspects of personal interest or well-being and apply the information to real-life purposes [NS 4.A.3]; [ELA/PS 2.5.3, 3.5.1, 8.5.1, 10.5.2, 11.5.2]
with the teacher’s assistance, judge the quality of one’s own information products and solutions relating to topics of personal interest and revise as needed [NS 4.B.3]; [ELA/PS 6.5.3, 9.5.3, 10.5.4]

LITERATURE APPRECIATION

It is expected that students will:

(5)5.1 evaluate the strengths and weaknesses of the literature read [NS 5.A.3]; [ELA/PS 3.5.1, 3.5.2, 3.5.4, 3.5.7, 10.5.2]
   a. compare the works of several award-winning authors and illustrators including Caldecott and Newbery
   b. compare the works of several award-winning authors and illustrators including NYRA and other award-winning books

(5)5.2 evaluate the strengths and weaknesses of various creative presentations of information [NS 5.B.3]; [ELA/PS 3.5.4, 3.5.7, 10.5.2, 10.5.4]
   a. compare and contrast the various genres of literature including mythology, short stories, drama, poetry, fiction and non-fiction
   b. compare and contrast the quality of writing of various authors

(5)5.3 express information and ideas creatively in unique products that integrate information in a variety of formats [NS 5.C.3]; [ELA/PS 5.5.4, 6.5.3, 9.5.3, 10.5.1]
   a. retell stories with supporting details in sequential order
   b. evaluate the informational products

INFORMATION SEEKING

It is expected that students will:

(5)6.1 evaluate the information-seeking process at each stage as it occurs and make adjustments as necessary to improve the process and the product [NS 6.A.3]; [ELA/PS 8.5.1, 10.5.2]

(5)6.2 recognize gaps in one’s own knowledge and with the teacher’s assistance, select and apply appropriate strategies for filling the gaps [NS 6.B.3]; [ELA/PS 10.5.2, 11.5.1, 11.5.2]

INFORMATION LITERACY

It is expected that students will:

(5)7.1 seek sources of information representing a variety of contexts, disciplines, and cultures, and with teacher’s assistance, evaluate their usefulness for resolving an information problem or question [NS 7.A.1]; [ELA/PS 4.5.3, 8.5.1, 10.5.4]
   a. recognize multicultural books that reflect the heritage of groups within the United States
   b. recognize multicultural books that reflect the traditions of groups within the United States

(5)7.2 propose strategies for ensuring that classmates and others have equitable access to information, information sources, and information technology [NS 7.B.3]; [ELA/PS 11.5.2, 4.5.6, 10.5.1, 10.5.4]
ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

It is expected that students will:

(5)8.1 predict what might happen if the principles of intellectual freedom were ignored in one's own community [NS 8.A.3]; [ELA/PS 5.5.6, 6.5.3, 10.5.1, 10.5.4]

(5)8.2 avoid plagiarism by citing sources properly for a given format [NS 8.B.3]; [ELA/PS 2.5.4, 4.5.2, 4.5.6, 11.5.4]
   a. record resources used to prepare a bibliography
   b. apply critical thinking strategies to evaluate information obtained

(5)8.3 follow copyright guidelines for making copies and for using all sources (images, video, audio, and text) when creating information products [NS 8.B.3]; [ELA/PS 2.5.4, 4.5.6]

(5)8.4 follow all school guidelines relating to the use of computing and communications hardware, software, and networks when resolving information problems or questions [NS 8.C.3]; [ELA/PS 4.5.6, 9.5.5]

GROUP PARTICIPATION

It is expected that students will:

(5)9.1 integrate one's own knowledge and information with that of others in the group [NS 9.A.3]; [ELA/PS 8.5.1, 10.5.1, 10.5.2]

(5)9.2 help to organize and integrate the contributions of all the members of the group into information products [NS 9.B.3]; [ELA/PS 10.5.4, 11.5.2]

(5)9.3 devise solutions to information problems that integrate group members' information and ideas while participating actively in discussions with others, in person and remotely through technology with teacher's assistance [NS 9.D.2]; [ELA/PS 10.5.1, 11.5.2]

(5)9.4 create and evaluate with teacher's assistance, complex information products that integrate information in a variety of formats; make adjustments as necessary to improve both the process and content delivery; employ effective work habits while working with others, in person or remotely through technology [NS 9.D.3]; [ELA/PS 6.5.3, 9.5.3, 10.5.4]
Nevada Grades K-12 Content Standards

1.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

2.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

3.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

4.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

5.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Nevada Grades K-12 Process Standards

6.0 Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication, and connections.

7.0 Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral, and visual formats.

8.0 Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.
9.0 Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between content strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

(5)1.1 read and write numbers, number words, and ordinals [NS 1.4.6]
(5)1.2 identify and use place value [NS/PS 1.5.8]
(5)1.3 round numbers to an appropriate place value
(5)1.4 when rounding, identify which place value will be most helpful in estimating an answer; determine the reasonableness of the answer [NS 1.5.7]
(5)1.5 describe and use properties and relationships of operations (addition, subtraction, multiplication, and division)
(5)1.6 identify and use least common multiples, greatest common factors
(5)1.7 identify prime and composite numbers
(5)1.8 compare and order negative numbers within the context of everyday happenings (temperature) and plot those numbers on a number line [NS 1.5.6]
(5)1.9 identify fractional parts of regions and sets
(5)1.10 compare and order fractions and/or decimals with like and unlike denominators [NS 1.6.6]
(5)1.11 describe the place of fractions (including decimal notations) in the number system
(5)1.12 identify and/or generate equivalent fractions
(5)1.13 rename, identify fractions in simplest form
(5)1.14 explain the relationships among fractions, decimals, percents, and ratios, using objects and symbols
(5)1.15 rename fractions as decimals and vice versa
(5)1.16 immediately recall, apply, and use basic facts of multiplication and corresponding division facts through the 12s [NS/PS 1.5.1]
(5)1.17 use basic facts of addition, subtraction, multiplication, and division with speed and accuracy in computation and problem solving
(5)1.18 describe and use algorithms for addition, subtraction, multiplication, and division
(5)1.19 add and subtract multi-digit numbers
(5)1.20 multiply multi-digit numbers by two-digit numbers, including strategies for powers of 10 [NS/PS 1.5.5]
(5)1.21 divide multi-digit numbers by two-digit numbers, including strategies for powers of 10 [NS/PS 1.5.5]
(5)1.22 multiply and divide multi-digit numbers
(5)1.23 use order of operations to solve problems [NS 1.5.3]
(5)1.24 use models and drawings to identify, compare, add, and subtract fractions with like denominators and to solve problems [NS/PS 1.5.9]
(5)1.25 add and subtract fractions and mixed numbers with like denominators [NS/PS 1.5.9]
(5)1.26 use models and drawings to identify, compare, add, and subtract decimals and to solve problems [NS 1.5.9]
(5)1.27 add and subtract decimals [NS/PS 1.5.4]
(5)1.28 multiply and divide decimals by whole numbers in problems representing practical situations [NS/PS 1.5.4]
(5)1.29 multiply and divide money amounts by one-digit whole numbers
(5)1.30 generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations [NS/PS 1.5.2]
(5)1.31 use estimation and mental computation in appropriate situations to solve problems
(5)1.32 use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:
(5)2.1 classify, compare, and contrast numbers and data
(5)2.2 identify, describe, and explain patterns and relationships in the number system (e.g., patterns formed by triangular numbers, perfect squares, arithmetic and geometric sequences) using concrete materials, paper and pencil, and calculators [NS/PS 2.5.1]
(5)2.3 using whole numbers as a replacement set, find possible solutions to such inequalities as $8 + 4 > n$ [NS/PS 2.5.3]
(5)2.4 use variables in open sentences [NS/PS 2.5.4]
(5)2.5 use variables to describe simple functions and relationships [NS/PS 2.5.4]
(5)2.6 generate number sequences given the first term of the sequence and a simple computation rule (e.g., if the first term of a sequence is 4 and the rule is “add 6,” then the sequence can be written as 4, 10, 16, 22,...) [NS/PS 2.5.5]
(5)2.7 solve simple equations using a variety of methods including inverse operations, mental mathematics, estimation, and verify [NS/PS 2.5.7]

MEASUREMENT

It is expected that students will:
(5)3.1 measure, compare, and convert length to the closest fractional part (1/4 and 1/2) of inches, feet, yards, and miles [NS 3.4.2]
(5)3.2 measure, compare, and convert length to the closest decimal unit of milli-, centi-, kilo-, and meters [NS 3.4.2]
(5)3.3 estimate measures of length, volume, capacity, quantity, and weight, and communicate the degree of accuracy needed and when a more precise measure is required [NS/PS 3.5.3]
(5)3.4 determine totals and change due for monetary amounts in problem solving situations [NS/PS 3.5.4]
(5)3.5 describe and determine the perimeter and area of polygons [NS 3.4.3]
(5)3.6 describe and determine the perimeter and area of right triangles and rectangles including squares
(5)3.7 communicate the difference between perimeter and area of polygons [NS/PS 3.5.5]
(5)3.8 identify equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years, such as 60 sec. = 1 min. [NS/PS 3.5.6]

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

(5)4.1 identify, describe, compare, and classify two- and three-dimensional figures by relevant properties including the number of vertices and edges and the number and shapes of faces [NS/PS 4.5.4]
(5)4.2 identify, define, draw, and describe points, line segments, rays, angles, and planes [NS/PS 4.5.6]
(5)4.3 identify, define, draw, and describe intersecting, parallel, and perpendicular lines [NS/PS 4.5.6]
(5)4.4 measure, compare, draw, and classify triangles according to their properties such as acute, right, obtuse, scalene, and equilateral angles [NS/PS 4.5.1]
(5)4.5 identify and draw circles and parts of circles and describe the relationships between the various parts such as arcs, diameter, and central angles [NS/PS 4.5.1]
(5)4.6 identify shapes that have congruence, similarity, and/or symmetry using transformational motions (e.g. translation/slide, rotation/turn, reflection/flip, and enlargement/reduction) [NS/PS 4.5.2]
(5)4.7 use models, drawings, and measurement tools to identify congruent and similar shapes and symmetry of figures [NS/PS 4.5.2]
(5)4.8 identify and predict the results of combining, dividing, and changing of shapes into other shapes [NS/PS 4.5.4]
(5)4.9 using a grid, identify coordinates for a given point or locate points of given coordinates in the first quadrant [NS/PS 4.5.3]
(5)4.10 describe uses of geometry in practical problems and situations

DATA ANALYSIS

It is expected that students will:

(5)5.1 collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem and leaf plots, scatter plots, and histograms [NS/PS 5.5.1]
(5)5.2 describe the limitations of various graph formats [NS 5.5.6]
(5)5.3 select an appropriate type of graph to accurately represent the data and justify the selection [NS 5.5.6]
(5)5.4 use data from graphs, tables, and charts to draw and explain conclusions and predictions [NS/PS 5.5.1]
MATHEMATICS GRADE FIVE (continued)

(5)5.5 conduct simple probability experiments using concrete materials and represent the results using fractions
(5)5.6 solve probability problems using a variety of methods including constructing sample spaces and tree diagrams  [NS 5.6.3]
(5)5.7 model and compute measures of central tendency including mean, median, and mode [NS/PS 5.5.4]

PROBLEM SOLVING
It is expected that students will:
(5)6.1 select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS 6.1]
(5)6.2 apply previous experience and knowledge to new problem-solving situations [NS 6.2]
(5)6.3 verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation [NS/PS 6.5]
(5)6.4 try more than one strategy when the first strategy proves to be unproductive [NS 6.6]
(5)6.5 apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [NS/PS 6.7]
(5)6.6 generalize solutions and strategies from earlier problems to new problem situations [NS 6.9]
(5)6.7 interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable [NS/PS 6.10]
(5)6.8 use technology, including calculators, to solve problems and verify solutions [NS 6.13]
(5)6.9 use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions [NS 6.14]

MATHEMATICAL COMMUNICATION
It is expected that students will:
(5)7.1 discuss and exchange ideas about mathematics as a part of learning [NS 7.1]
(5)7.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS 7.2]
(5)7.3 identify and translate key words and phrases that imply mathematical operations [NS/PS 7.5]
(5)7.4 use physical materials, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats [NS/PS 7.8]
(5)7.5 explain and justify thinking about mathematical ideas and solutions [NS 7.12]
(5)7.6 make conjectures and present arguments in discussions of mathematical ideas [NS 7.11]
(5)7.7 use everyday language to explain thinking about strategies and solutions to mathematical problems [NS 7.15]
(5)7.8 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS/PS 7.16]
(5)7.9 use mathematical notation to communicate and explain mathematical situations [NS 7.17]
MATHEMATICAL REASONING

*It is expected that students will:*

(5)8.1 justify answers and the steps taken to solve problems with and without manipulatives and physical models [NS/PS 8.2]

(5)8.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS/PS 8.4]

(5)8.3 follow a logical argument and judge its validity [NS 8.5]

(5)8.4 apply deductive and inductive reasoning in mathematical situations to extend logical reasoning [NS/PS 8.6]

(5)8.5 ask questions to reflect on, clarify, and extend thinking [NS 8.8]

(5)8.6 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS 8.9]

(5)8.7 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS/PS 8.11]

MATHEMATICAL CONNECTIONS

*It is expected that students will:*

(5)9.1 link new concepts to prior knowledge [NS 9.1]

(5)9.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS 9.2]

(5)9.3 use models to explain the relationship of concepts to procedures [NS/PS 9.3]

(5)9.4 identify practical applications of mathematical principles that can be applied to other disciplines [NS 9.5]

(5)9.5 apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science) [NS 9.7]

(5)9.6 identify, explain, and use mathematics in everyday life [NS/PS 9.8]
MUSIC GRADE FIVE

STANDARDS

**Nevada Grades K-12 Content Standards**

1.0 Students sing alone and with others a varied repertoire of music.
2.0 Students perform alone and with others a varied repertoire of music on instruments.
3.0 Students improvise melodies, variations, and accompaniments.
4.0 Students compose and arrange music within specified guidelines.
5.0 Students read and notate music.
6.0 Students listen to, analyze, and describe music.
7.0 Students evaluate music and music performances.
8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

**RHYTHM**

*It is expected that students will:*

(5)1.1 demonstrate the pulse/beat of duple, triple, and mixed meters (5/4, 7/8) [NS 2.5.1, NS 6.5.1, NS 10.5.1]

(5)1.2 demonstrate patterns using rhythmic values (, , , , , , , , , [NS 3.5.1, NS 4.5.2, NS 5.5.1, NS 5.5.4, NS 5.5.5, NS 6.5.1, NS 7.5.1]

(5)1.3 demonstrate organized dance vocabulary and perform simple organized folk/social dances [NS 10.5.1]

**MELODY**

*It is expected that students will:*

(5)2.1 sing independently and expressively with good vocal tone production [NS 1.5.1, NS 7.5.2]

(5)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re- Do'-Fa-Ti-Sol,-La,) [NS 1.5.1, NS 2.5.1, NS 3.5.1, NS 4.5.2, NS 5.5.2, NS 5.5.4, NS 6.5.1, NS 7.5.1]

(5)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.5.4]
MUSIC GRADE FIVE (continued)

(5)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
(5)2.7 demonstrate melodic contour
(5)2.8 demonstrate skips/steps/repeats [NS 2.5.1, NS 5.5.2, NS 5.5.4, NS 5.5.5, NS 6.5.1]
(5)2.9 demonstrate scale patterns [NS 2.5.1]
(5)2.10 identify the musical alphabet and its placement on the treble clef [NS 5.5.2]
(5)2.11 demonstrate correct fingering and proper tone production of B-A-G-E-D'-D'-F- C- optional F# and Bb on the soprano recorder including using the hand staff and treble clef notation [NS 2.5.1, NS 3.5.1, NS 4.5.2, NS 5.5.2, NS 5.5.4, NS 7.5.1]
(5)2.12 perform in an ensemble while following a conductor [NS 1.5.2, NS 7.5.2]

HARMONY

It is expected that students will:

(5)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.5.1]
(5)3.2 demonstrate ostinati patterns [NS 2.5.1, NS 4.5.2, NS 5.5.1, NS 5.5.5, NS 6.5.1]
(5)3.3 demonstrate two- and three-part rounds [NS 1.5.3, NS 5.5.4]
(5)3.4 demonstrate a rhythmic score with multiple parts [NS 2.5.1]
(5)3.5 demonstrate correct mallet technique [NS 2.5.1]
(5)3.6 demonstrate the simple chord bordun [NS 2.5.4]
(5)3.7 demonstrate the broken bordun [NS 2.5.4]
(5)3.8 demonstrate the crossover bordun [NS 2.5.4]
(5)3.9 demonstrate the level bordun [NS 2.5.4]
(5)3.10 demonstrate the moving bordun [NS 2.5.4]
(5)3.11 demonstrate the tonic accompaniment [NS 2.5.4]
(5)3.12 demonstrate chord changes (I-VII, I-V, I-IV-V) [NS 2.5.4]
(5)3.13 demonstrate partner songs and play simple recorder descants [NS 1.5.3, NS 2.5.1]

FORM

It is expected that students will:

(5)4.2 demonstrate AB and ABA form [NS 3.5.3, NS 6.5.1, NS 10.5.1]
(5)4.3 demonstrate introduction and coda [NS 3.5.3, NS 6.5.1]
(5)4.4 demonstrate rondo form [NS 3.5.3, NS 6.5.1]
(5)4.5 demonstrate the interlude [NS 6.5.1]
(5)4.6 demonstrate AABA form [NS 3.5.3, NS 6.5.1]
(5)4.7 demonstrate theme and variations [NS 6.5.1, NS 10.5.1]

EXPRESSIVE QUALITIES

It is expected that students will:

(5)5.1 explore the space through creative movement [NS 7.5.2, NS 10.5.1]
(5)5.2 demonstrate contrasts in tempo [NS 5.5.3, NS 6.5.1, NS 10.5.1]
MUSIC GRADE FIVE (continued)

(5)5.3 demonstrate contrasts in dynamics [NS 5.5.3, NS 6.5.1, NS 7.5.2]
(5)5.4 demonstrate contrasts in timbre [NS 4.5.3, NS 6.5.1]
(5)5.5 identify music styles of various historical periods, American musical history, and world cultures [NS 2.5.4, NS 6.5.1, NS 7.5.2, NS 9.5.1, NS 10.5.1]
(5)5.6 demonstrate unpitched percussion technique [NS 4.5.3]
(5)5.7 demonstrate the following symbols: mezzo piano, mezzo forte, slur, sharp, and flat [NS 5.5.3]
(5)5.8 identify the orchestral percussion, recorder, woodwind, brass, and string families [NS 6.5.1, NS 7.5.2, NS 9.5.1]
(5)5.9 create movement and music to interpret ideas, concepts, readings, and dramatizations [NS 4.5.1, NS 4.5.3, NS 7.5.2, NS 10.5.1]
(5)5.10 describe roles of musicians/dancers in various settings and cultures [NS 9.5.2, NS 10.5.1]
PHYSICAL EDUCATION
GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.

2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.

3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

It is expected that students will:

(5)1.1 identify and apply intermediate concepts/elements of manipulative skills [NS 1.5.2 A]

(5)1.2 perform combinations of manipulative skills in a dynamic environment [NS 2.5.2]

a. throw a ball with two hands simultaneously with force and accuracy (e.g., basketball shot)

b. throw an object with one hand, underhand, with appropriate arc and accuracy

c. throw an object with one hand, overhand, with appropriate arc and accuracy

d. move to catch an object

e. dribble a ball with either hand around various obstacles (e.g., cones. defenders)

f. strike a moving ball into a designated area, using both underhand and overhand techniques

g. strike a moving object with direction with an implement (e.g., paddle, racquet, bat)

h. kick and pass a ball with appropriate force and accuracy

i. dribble a ball with the feet around various obstacles (e.g., cones. defenders)

j. continuously jump a rope turned by others

k. continuously turn and jump an individual rope

(5)1.3 create simple games using various object movement combinations (e.g., dribble and shoot, catch a grounder and throw)
PHYSICAL EDUCATION GRADE FIVE (continued)

(5)1.4 participate in activities from diverse cultural and ethnic origins, identifying similarities and differences between activities in cultures [NS 5.5.4]
(5)1.5 utilize a language vocabulary for object movement activities [NS 1.5.1]

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

(5)2.1 identify and apply intermediate concepts/elements of locomotor and nonlocomotor movement skills [NS 1.5.2 A]
(5)2.2 identify and perform locomotor movements during physical activities [NS 2.5.1]
(5)2.3 identify and perform nonlocomotor movements during physical activities [NS 2.5.1]
(5)2.4 move safely and with control through the general space (e.g., offense/defense) [NS 1.5.2 B]
(5)2.6 demonstrate an understanding of directions through movement: right/left, clockwise/counterclockwise
(5)2.7 gain and terminate partial support balances with a partner
(5)2.8 demonstrate transfer of weight movements, maintaining group relationships (e.g., in front/behind; matching/contrasting)
(5)2.9 create and perform sequences, alone or with a group, that combine weight transfer movements and balances [NS 2.5.3]
(5)2.10 utilize a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.5.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

(5)3.1 identify and apply intermediate concepts/elements of expressive movement skills [NS 1.5.2 A]
(5)3.2 explore space as an element of movement in relation to a group (e.g., echo, canon) [NS 3.5.2 B]
(5)3.3 explore force as an element of movement with a group (e.g., percussive/sustained) [NS 3.5.1 B]
(5)3.4 explore time as an element of movement with a group
(5)3.5 identify and interpret relationships/emotions/themes expressed through more complex movement [NS 3.5.3 B]
(5)3.6 create and perform movement sequences with a beginning, middle, and end with a group
  a. demonstrate shapes, levels, and pathways [NS 3.5.1 A]
  b. perform with and without rhythmic accompaniment [NS 3.5.2 A]
  c. vary the sequence with changes in time, space, and/or qualities of movement [NS 3.5.2 C]
  d. express an idea or concept [NS 3.5.3 A]
(5)3.7 perform various movement patterns to a steady beat including changes in tempo [NS 3.5.4 B]
(5)3.8 move through space using a prop to a steady beat [NS 3.5.4 A]
(5)3.9 create movement sequences to a steady beat [NS 3.5.4 A]
(5)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins, identifying the cultural and historical contexts [NS 3.5.5]
(5)3.11 utilize a language vocabulary for expressive movement

PHYSICAL EDUCATION GRADE FIVE (continued)

PHYSICAL FITNESS
It is expected that students will:
(5)4.1 utilize proper warm-up, conditioning, and cool down techniques [NS 4.5.4]
(5)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance (at target heart rate), flexibility, muscular endurance, muscular strength [NS 4.5.2]
(5)4.3 identify the components of physical fitness in various activities [NS 4.5.3]
(5)4.4 explain the physiological factors affecting individual differences in physical fitness levels (e.g., heredity [NS 1.5.4]
(5)4.5 identify the health-related implications of each physical fitness component
(5)4.6 use technology and appropriate tools to measure, assess and record personal fitness levels for goal-setting purposes [NS 4.5.1]
(5)4.7 utilize a language vocabulary for physical fitness

RESPONSIBILITY AND COOPERATION
It is expected that students will:
(5)5.1 apply activity-specific rules, procedures, safety principles, and etiquette [NS 5.5.1]
(5)5.3 demonstrate respect, teamwork, and sportsmanship, regardless of differences [NS 5.5.3]
(5)5.4 work independently and on-task for extended periods of time
(5)5.5 work productively with a group in both cooperative and competitive activities, demonstrating positive responses to challenges, successes, and failures [NS 5.5.2]
(5)5.6 identify the characteristics of highly skilled performance for the purpose of performance improvement [NS 1.5.3]
Nevada Grades K-12 Content Standards

NATURE OF SCIENCE

Scientific Inquiry
N2A Students understand that science is an active process of systematically examining the natural world.
N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.
N12A Students understand that a variety of communication methods can be used to share scientific information.

Science, Technology, and Society
N2B Students understand that many people contribute to the field of science.
N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.
N8B Students understand the interactions of science and society in an ever-changing world.
N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

PHYSICAL SCIENCE

Matter
P2A Students understand that matter has observable properties.
P5A Students understand properties of objects and materials.
P8A Students understand the properties and changes of properties in matter.
P12A Students understand that atomic structure explains the properties and behavior of matter.

Forces and Motion
P2B Students understand that position and motion of objects can be described.
P5A Students understand that forces can change the position and motion of an object.
P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
P12A Students understand the interactions between force and motion.
Energy
P2C Students know heat, light, and sound can be produced.
P5C Students understand that energy exists in different forms.
P8C Students understand transfer of energy.
P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE
Atmospheric Processes and the Water Cycle
E2A Students understand that changes in weather often involve water changing from one state to another.
E5A Students understand the water cycle’s relationship to weather.
E8A Students understand the relationship between the Earth’s atmosphere, topography, weather, and climate.
E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

Solar System and Universe
E2B Students understand there are objects in the sky which display patterns.
E5B Students understand that there are many components in the Solar System including Earth.
E8B Students understand characteristics of our Solar System that is part of the Milky Way galaxy.
E12B Students know scientific theories of origins and evolution of the universe.

Earth’s Composition and Structure
E2C Students understand that Earth materials include rocks, soils, and water.
E5C Students understand that features on the Earth’s surface are constantly changed by a combination of slow and rapid processes.
E8C Students understand that landforms result from a combination of constructive and destructive processes.
E12C Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE
Heredity
L2A Students understand that offspring resemble their parents.
L5A Students understand that some characteristics are inherited some are not.
L8A Students understand the role of genetic information in the continuation of a species.
L12A Students understand how genetic information is passed from one generation to another.

Structure of Life
L2B Students understand that living things have identifiable characteristics.
L5B Students understand that living things have specialized structures that perform a variety of life functions.
SCIENCE GRADE FIVE (continued)

L8B Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions.

L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life’s needs.

Organisms and Their Environment
L2C Students understand that living things live in different places.
L5C Students understand that there are a variety of ecosystems on Earth and organisms interact within their ecosystems.
L8C Students understand how living and non-living components of ecosystems interact.
L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies between the living and non-living components of the Earth.

Diversity of Life
L2D Students understand that there are many kinds of living things on Earth.
L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.
L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.
L12D Students understand biological evolution and diversity of life.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NATURE AND HISTORY OF SCIENCE
(Nature and History of Science objectives should be embedded throughout the year in the contexts of life, earth, and physical science.)

It is expected that students will:

(5)1.1 use evidence recorded in a science notebook to develop descriptions, models, explanations, and predictions [N5A1]
(5)1.2 determine if an investigation was a fair test [N5A1; N5A3; N5A5]
(5)1.3 replicate investigations conducted by others and compare results [N5A2; N5B3]
(5)1.4 draw conclusions from scientific evidence [N5A3]
(5)1.5 create and use labeled illustrations, graphs (tables, line plots, stem and leaf plots, scatter plots, histograms), and charts to convey ideas, record observations, and make predictions [N5A1; N5A4]
(5)1.6 design and conduct safe investigations with a partner and with a small group, based on self-generated questions [N5A5; N5B3]
(5)1.7 use models to explain how something works or how something is constructed (stream table, terrarium, map, globe) [N5A6]
(5)1.8 investigate observable patterns that can be used to organize items and ideas and to make predictions [N5A7]
(5)1.9 explain that all people can contribute to scientific knowledge and discovery [N5B1]
(5)1.10 cooperate and contribute ideas within a group [N5B3]

PHYSICAL SCIENCE
It is expected that students will:
(5)2.1 investigate and describe how energy can be used to bring about changes in matter [P5A1; P5A2]
(5)2.2 classify materials by their observable, physical, and chemical properties [P5A3]
(5)2.3 investigate and describe that by combining two or more materials, the properties of the resulting material can be different from the original materials (vinegar and baking soda, drink mix, salt and water) [P5A4]
(5)2.4 investigate and describe that the total mass of a material remains constant whether it is together, in parts, or in a different state [P5A5]
(5)2.5 observe and describe that materials may be composed of parts that are too small to be seen without magnification [P5A6]
(5)2.6 describe how unbalanced forces (push or pull) cause objects to change their motion (speed, direction, or both) [P5B1]
(5)2.7 describe how the strength of a force and the mass of an object influence the amount of change in an object’s motion [P5B2]
(5)2.8 explain that objects move towards the Earth when they are released in the air or on ramps due to the force of gravity [P5B5]

EARTH AND SPACE SCIENCE
It is expected that students will:
(5)3.1 explain that the Sun is the main source of the various kinds of energy used on Earth [E5A1]
(5)3.2 differentiate between renewable and nonrenewable resources [N5B2]
(5)3.3 investigate and describe various meteorological phenomena (flooding, snowstorms, thunderstorms, and drought) [E5A4]
(5)3.4 describe air as a substance that surrounds us, takes up space, and moves around us as wind [E5A5]
(5)3.5 investigate and describe how fossils are evidence of past life [E5C1; L5D2]
(5)3.6 compare and contrast various kinds of landforms [E5C2; E5C3]
(5)3.7 investigate and describe how change is an ongoing process that can be seen throughout the natural world [E5C2; E5C3]
(5)3.8 investigate and describe how erosion and deposition rates can be affected by the slope of the land and by human activities [E5C2; E5C3]
(5)3.9 describe the positive and negative impacts of technologies (dams, agriculture, using natural resources) on society and the environment [E5C3; L5C3; L5C4; N5B2]
LIFE SCIENCE

It is expected that students will:

(5)4.1 investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival [L5B1]
(5)4.2 explain that reproduction is essential for continuation of every species [L5A2]
(5)4.3 investigate and describe how plants and animals require food, water, air, and space [L5B1]
(5)4.4 explain how the Sun’s energy is the primary source of energy for most ecosystems and moves through food webs [L5C1]
(5)4.5 explain that living things get what they need to survive from their environments [L5C1]
(5)4.6 investigate and describe the interrelationships and interdependence of organisms with each other and with the non-living parts of their habitats [L5C2]
(5)4.7 investigate and describe how some environmental conditions are more favorable than others to living things [L5C3]
(5)4.8 investigate and describe how organisms, including humans, can cause changes in their environments [L5C4; N5B2]
(5)4.9 investigate and describe how plants and animals have adaptations allowing them to survive in specific ecosystems [L5C5]
(5)4.10 investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die [L5C5; L5C3]
(5)4.11 explain how differences among individuals within a species give them advantages and/or disadvantages in surviving and reproducing [L5D3]
SOCIAL STUDIES
GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

CIVICS

1.0 Rules, Law, and Government — Students know why society needs rules, laws, and governments.
2.0 The U.S. Government — Students know the United States Constitution and the government it creates.
3.0 National and State Government — Students can explain the relationship between the states and national government.
4.0 The Political Process — Students describe the roles of political parties, interest groups, and public opinion in the democratic process.
5.0 Citizenship — Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.
6.0 State and Local Government — Students know the structure and functions of state and local governments.
7.0 Political and Economic Systems — Students explain the different political and economic systems in the world.
8.0 International Relations — Students know the political and economic relationship of the United States and its citizens to other nations.

ECONOMICS

1.0 The Economic Way of Thinking — Students will use fundamental economic concepts, including scarcity, choice, cost incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.
2.0 Measuring U.S. Economic Performance — Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.
3.0 Functioning of Markets — Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.
4.0 Private U.S. Economic Institutions — Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.
5.0 Money — Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.
SOCIAL STUDIES GRADE FIVE (continued)

6.0 The U.S. Economy as a Whole — Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.

7.0 An Evolving Economy — Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.

8.0 The Role of Government in a Market Economy — Students will explain the role of government in a market economy.

9.0 The International Economy — Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.

GEOGRAPHY

1.0 The World in Spatial Terms — Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

2.0 Places and Regions — Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.

3.0 Physical Systems — Students understand how physical processes shape Earth’s surface patterns and ecosystems.

4.0 Human Systems — Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

5.0 Environment and Society — Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

6.0 Geographic Applications — Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.

7.0 Geographic Skills — Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

HISTORY

1.0 Chronology — Students use chronology to organize and understand the sequence and relationship of events.

2.0 History Skills — Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

3.0 Prehistory to 400 CE — Students understand the development of human societies, civilizations, and empires through 400 CE.

4.0 1 CE to 1400 — Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.

5.0 1200 to 1750 — Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.
SOCIAL STUDIES GRADE FIVE (continued)

6.0  **1700 to 1865** — Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

7.0  **1860 to 1920** — Students understand the importance and impact of political, economic, and social ideas.

8.0  **The Twentieth Century, a Changing World: 1920 to 1945** — Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

9.0  **The Twentieth Century, a Changing World: 1945 to 1990** — Students understand the shift of international relationships and power as well as the significant developments in American culture.

10.0  **New Challenges: 1990 to the Present** — Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

**ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES**

**CIVICS**

*It is expected that students will:*

(5)1.1 identify the *Declaration of Independence* and the *U.S. Constitution* as written documents that are the foundation of the United States government [NS 1.5.2]

(5)1.2 explain the “Preamble” of the *United States Constitution*

(5)1.3 describe the operation of representative government, including the rights of political minorities [NS 1.5.4]

(5)1.4 identify the three branches of government (as set forth in the *U.S. Constitution*) [NS 2.5.1]

(5)1.5 name the two houses of the U.S. Congress [NS 2.5.2]

(5)1.6 identify the powers of the U.S. Congress (e.g., power to tax, declare war, impeach the President) [NS 2.5.3]

(5)1.7 identify the duties of the President [NS 2.5.4]

(5)1.8 describe the purpose of a judge and jury in a trial as it relates to resolving disputes [NS 2.5.6]

(5)1.9 name the two major political parties [NS 4.5.2]

(5)1.10 give examples of interest groups [NS 4.5.3]

(5)1.11 identify sources of information people use to form an opinion [NS 4.5.4]

(5)1.12 describe the difference between a natural-born and a naturalized citizen of the United States [NS 5.5.1]

(5)1.13 describe the symbolic importance of the Fourth of July and the “Pledge of Allegiance” [NS 5.5.3]

(5)1.14 identify the Bill of Rights [NS 5.5.4]

(5)1.15 identify ways conflicts can be resolved in a peaceful manner that respects individual rights [NS 5.5.6]

(5)1.16 know that there are different types of courts [NS 6.5.4]
SOCIAL STUDIES GRADE FIVE (continued)

(5)1.17 list the characteristics of a nation-state, including: self rule, territory, population, organized government [NS 7.5.1]
(5)1.18 identify the countries bordering the United States [NS 8.5.1]
(5)1.19 explain ways in which nations interact [NS 8.5.2]
(5)1.20 describe careers that require knowledge and skills in citizenship, law, and government
(5)1.21 differentiate between facts and opinions
(5)1.22 demonstrate concern and respect for the rights of self and others

ECONOMICS

It is expected that students will:

(5)2.1 describe how scarcity requires a person to make a choice and identify a cost associated with the decision [NS 1.5.1]
(5)2.2 demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences [NS 1.5.2]
(5)2.3 demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost [NS 1.5.3]
(5)2.4 identify the benefits and costs of spending now versus saving for later [NS 1.5.4.]
(5)2.5 identify and compare per capita measures for the U.S. for different time periods [NS 2.5.2]
(5)2.6 define “inflation” and “deflation” and explain how they affect individuals [NS 2.5.4]
(5)2.7 identify and give examples of interest rates for borrowing and saving [NS 2.5.8]
(5)2.8 explain why trade must be mutually beneficial [NS 3.5.1]
(5)2.9 demonstrate an understanding of supply and demand in a market [NS 3.5.2]
(5)2.10 identify the intent of advertisements
(5)2.11 contrast the effects of price changes on the behavior of buyers and sellers [NS 3.5.3]
(5)2.12 provide examples of labor unions [NS 4.5.2]
(5)2.13 explain the purposes for establishing for-profit organizations [NS 4.5.3]
(5)2.14 explain the purpose for establishing not-for-profit organizations [NS 4.5.4]
(5)2.15 explain why is it easier for people to save and trade using money rather than using other commodities [NS 5.5.1]
(5)2.16 identify forms of money used in the United States prior to the Twentieth (20th) Century [NS 5.5.4]
(5)2.17 identify the resources needed for production in households, schools, and community groups [NS 6.5.1]
(5)2.18 demonstrate an understanding that an individual can be both a consumer and a producer [NS 6.5.2]
(5)2.19 identify inventions according to use
(5)2.20 recognize the three types of productive resources: natural (e.g., minerals), human (e.g., educated workers), and capital (e.g., machinery) [NS 6.5.3]
(5)2.21 illustrate how one person’s spending becomes another person’s income [NS 6.5.4]
(5)2.22 describe how income reflects choices people make about education, training, skill development, lifestyle, and careers [NS 6.5.6]
SOCIAL STUDIES GRADE FIVE (continued)

(5)2.23 explain why specialization increases productivity and interdependence [NS 7.5.6]
(5)2.24 give examples of items for which a sales tax is charged and items for which a sales tax is not charged [NS 8.5.7]
(5)2.25 explain why the U.S. imports and exports goods [NS 9.5.1]
(5)2.26 give the value of the U.S. dollar in terms of the currencies of other countries [NS 9.5.4]
(5)2.27 describe the services of financial institutions
(5)2.28 describe the advantages and disadvantages of a specific occupation
(5)2.29 read and interpret product diagrams

GEOGRAPHY

It is expected that students will:

(5)3.1 use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographical features in Nevada and the United States [NS 1.5.1]
(5)3.2 identify the characteristics and purposes of different maps and globes [NS 1.5.2]
(5)3.3 read and derive geographic information from photographs, maps, graphs, and computer resources [NS 1.5.3]
(5)3.4 construct maps, charts, tables, and graphs to display information about human and physical features in the United States [NS 1.5.4]
(5)3.5 identify the purpose and content of various U.S. maps [NS 1.5.5]
(5)3.6 answer spatial questions about a map using basic geographic vocabulary [NS 1.5.6]
(5)3.7 label a map of the United States with the names of the fifty states and major cities (e.g., Washington, D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, New York)
(5)3.8 describe physical and human features and cultural characteristics of places and regions in the United States [NS 2.5.1]
(5)3.9 identify examples in the community or region that reflect cultural identity [NS 2.5.2]
(5)3.10 describe the characteristics of the community and Nevada from different perspectives [NS 2.5.3]
(5)3.11 identify the effects of the use of technology in different communities in the United States [NS 2.5.4]
(5)3.12 identify and describe the locations of selected historical events [NS 2.5.5]
(5)3.13 describe how the community and Nevada have changed over time [NS 2.5.6]
(5)3.14 identify the criteria used to define different types of regions [NS 2.5.7]
(5)3.15 identify the components of each of Earth’s four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere [NS 3.5.1]
(5)3.16 define and give examples of natural hazards (e.g., hurricanes, tornadoes, tsunamis) [NS 3.5.2]
(5)3.17 identify the parts of different ecosystems, including soil, climate, plant life, and animal life [NS 3.5.3]
(5)3.19 describe the biodiversity of different ecosystems on Earth [NS 3.5.4]
(5)3.20 investigate an ecosystem by asking and answering geographic questions [NS 3.5.5]
(5)3.21 explain differences in population distribution within Nevada and the United States [NS 4.5.1]
(5)3.22 identify the push-pull factors influencing human migration and settlement [NS 4.5.2]
(5)3.23 list examples of historical movements of people, goods, and ideas [NS 4.5.3]
(5)3.24 describe the differences among rural, suburban, and urban migration and settlement [NS 4.5.4]
(5)3.25 identify the sources of various economic goods and describe their movement between states or countries [NS 4.5.5]
(5)3.26 investigate an economic issue by asking and answering geographic questions about location [NS 4.5.6]
(5)3.27 compare differences in the economic development and quality of life among the countries in North America [NS 4.5.7]
(5)3.28 describe why types of organizations may differ by geographic region [NS 4.5.8]
(5)3.29 describe issues of cooperation and conflict within the United States [NS 4.5.9]
(5)3.30 describe ways in which changes in the physical environment affect humans [NS 5.5.1]
(5)3.31 describe places in the United States where the physical environment has been altered by technology [NS 5.5.3]
(5)3.32 explore the impact of human modification of the physical environment on the people who live in that location [NS 5.5.4]
(5)3.33 describe the patterns of distribution and use of natural resources in the United States [NS 5.5.6]
(5)3.34 compare the use of the same resource in the United States with another place in the world [NS 5.5.7]
(5)3.35 describe how the physical setting influenced an event in the past [NS 6.5.1]
(5)3.36 use current events to ask and answer geographic questions [NS 6.5.2]
(5)3.37 discuss a geographic issue from more than one point of view [NS 6.5.3]
(5)3.38 describe a geographic issue and the possible impact it could have in the future [NS 6.5.4]
(5)3.39 ask geographic questions about the origin and significance of spatial patterns [NS 7.5.1]
(5)3.40 locate and gather geographic information from a variety of sources [NS 7.5.2]
(5)3.41 create complex maps, graphs, tables, or charts to display geographic information [NS 7.5.3]
(5)3.42 investigate and interpret information from a variety of geographic sources [NS 7.5.4]
(5)3.43 draw a conclusion by presenting geographic information in an oral or written report accompanied by maps or graphics [NS 7.5.5]
(5)3.44 locate, compare, and contrast places on maps and globes using latitude and longitude
(5)3.45 identify, locate, and distinguish among varying land forms, bodies of water, and major geographical features of the United States
(5)3.46 identify and describe varying land forms and bodies of water on the Earth
(5)3.47 read and interpret editorial cartoons
SOCIAL STUDIES GRADE FIVE (continued)

HISTORY

It is expected that students will:

(5)4.1 identify current events from multiple sources [NS 1.5.1]
(5)4.2 record and interpret events on a graphic organizer, such as a calendar or time line [NS 1.5.2]
(5)4.3 ask a historical question and identify resources to be used in research [NS 2.5.1]
(5)4.4 organize historical information from a variety of sources [NS 2.5.2]
(5)4.5 define hunter-gatherer [NS 3.5.1]
(5)4.6 identify explorations of the Vikings in North America [NS 4.5.1]
(5)4.7 describe Native North American life prior to European contact (e.g., clothing, communication, family, food, shelter, transportation, tools) [NS 5.5.6]
(5)4.8 describe expeditions of early explorers, including: Christopher Columbus, Ferdinand Magellan [NS 5.5.7]
(5)4.9 identify and describe the reasons for the early exploration of the New World
(5)4.10 describe relationships among Native Americans, Europeans, Asians, and Africans [NS 5.5.8]
(5)4.11 describe colonial life in North America [NS 5.5.11]
(5)4.12 identify the events that led to the Declaration of Independence [NS 6.5.4]
(5)4.13 describe the significance of the American Revolution
(5)4.14 identify key people of the American Revolution, including: George Washington, Ben Franklin [NS 6.5.5]
(5)4.15 describe the relationship between the War of 1812 and the national anthem [NS 6.5.14]
(5)4.16 identify the Civil War and final outcome, including: Union and Confederacy, Generals Grant and Lee [NS 6.5.21]
(5)4.17 identify the contributions of the inventors and discoverers, including: Thomas Edison, Wright brothers, Alexander Graham Bell, George Washington Carver [NS 7.5.7]
(5)4.18 describe the significance of the Industrial Revolution
(5)4.19 describe the contributions of immigrant groups to the United States [NS 7.5.9]
(5)4.20 describe the significance of Labor Day [NS 7.5.11]
(5)4.21 describe the distinction between Veterans' Day and Memorial Day [NS 7.5.17]
(5)4.22 identify the major events of the Great Depression (e.g., stock market crash, Dust Bowl, migration, Hoover Dam) [NS 8.5.5]
(5)4.23 identify the United States participation in World War II (e.g., Pearl Harbor, homefront, D-Day, atomic bomb) [NS 8.5.6]
(5)4.24 identify major advancements in science and technology, including: television, computers [NS 9.5.5]
(5)4.25 identify the major points in Martin Luther King, Jr.'s "I Have A Dream" speech [NS 9.5.8]
(5)4.26 identify major news events on the local, state, national, and world level [NS 10.5.3]
(5)4.27 organize chronologically major events and people of United States history
(5)4.28 read, interpret, and analyze historical passages
TECHNOLOGY
GRADE FIVE

STANDARDS

1.0 Problem Solving — Students utilize problem-solving processes through the use of resources to reach a desired outcome.

2.0 Productivity Tools — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.

3.0 Research Tools — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.

4.0 Tools and Processes — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.

5.0 Systems — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.

6.0 Implications on Society — Students evaluate the impact and ethical implications on individuals, society and the environment.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PROBLEM SOLVING

It is expected that students will:

(5) 1.1 identify and discuss using appropriate terminology a design/problem-solving method
(5) 1.2 utilize a design/problem-solving method
(5) 1.3 explain a design/problem-solving method
(5) 1.4 present a method of solving a problem
(5) 1.5 evaluate appropriate designs

PRODUCTIVITY TOOLS

It is expected that students will:

(5) 2.1 identify parts of the computer
(5) 2.2 identify basic parts of a variety of technological learning tools
(5) 2.3 demonstrate proper care and handling of equipment (computers, projection devices, scanners, copiers, cameras, video and audio)
(5) 2.4 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies
(5) 2.5 use a variety of media and technology resources for directed and independent learning activities
TECHNOLOGY GRADE FIVE (continued)

(5)2.6 demonstrate proper keyboarding skills
   a. locate and use letters, numbers, and special keys on a keyboard using the left or right hand [NS 2.3.1]
   b. apply correct finger placement for basic keyboarding skills [NS 2.5.1]

(5)2.7 demonstrate proper navigation of the desktop, which includes:
   a. appropriate cursor movement
   b. opening and closing
   c. proper use of the task bar, other buttons, and functional icons
   d. appropriate use of command buttons, text boxes, list boxes, and check boxes

(5)2.8 follow proper sequence to run programs and accessories, which includes:
   a. starting and exiting programs and accessories
   b. switching between multiple programs

(5)2.9 create a document that demonstrates simple typing and editing skills [NS 2.3.2]

(5)2.10 create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print [NS 2.5.2]:
   a. type simple sentences using a word processor
   b. use cut, copy, paste, save, open, format, and print to edit a document
   c. insert graphics into a document
   d. use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, and importing)
   e. demonstrate use and function of drawing tools
   f. understand and demonstrate use of word processing reference tools (spell check, grammar check, dictionary, thesaurus, etc.)
   g. use formatting tools to change or modify a word processing document; insert graphics into a document
   h. combine preprogrammed images into graphics
   i. use peripheral tools to create graphics

(5)2.11 demonstrate proper management of files and folders, which includes
   a. viewing
   b. creating
   c. renaming
   d. deleting
   e. creating and saving files on various storage media [NS 2.3.6]
   f. moving and copying

(5)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
   a. use developmentally appropriate multimedia software
   b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
   c. explain the purpose of a multimedia presentation using multimedia [NS 2.3.5]

(5)2.13 search a database to locate specific information (e.g. electronic sources, telephone book, encyclopedia, and library card catalog) [NS 2.3.3]
   a. create a database with predefined fields, enter data for multiple records [NS 2.5.3]
   b. print reports based on sort query using ascending and descending order [NS 2.5.3]
TECHNOLOGY GRADE FIVE (continued)

(5)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills

(5)2.15 demonstrate responsible use of communication network applications
   a. identify electronic communication devices [NS 2.3.7.1]
   b. identify devices that require connectivity [NS 2.3.7.2]
   c. demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
   d. create messages which integrate written and text information
   e. create messages which integrate video information
   f. describe the process of accessing a LAN and demonstrate the process as available [NS 2.5.7.1]
   g. explain how local and global networks function
   h. define and explain the uses of an electronic communication device, telecommuting, and teleconferencing [NS 2.5.7.2]

(5)2.16 demonstrate sharing of data among a variety of programs through copying, linking, and/or embedding text and graphical objects
   a. understand and demonstrate the exchange of data with the other applications
   b. explain the differences between data files, program files, and describe and use the file management software of a computer [NS 2.5.6]

(5)2.17 properly manage, maintain, and care for technological learning tools

(5)2.18 utilize a pre-designed spreadsheet, demonstrate the ability to enter simple labels, values, and formulas, then construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions [NS 2.5.4]

RESEARCH TOOLS

It is expected that students will:

(5)3.1 select a research topic, define a problem, and predict outcomes using technology tools [NS 3.3.1]

(5)3.2 generate keywords for a research topic or problem and conduct a search of electronic based sources [NS 3.5.2]

(5)3.3 select information for a research topic or problem from a remote resource utilizing hyperlinks [NS 3.3.3]

(5)3.4 identify and examine organizational formats using a technology tool to arrange information; use an organizational format to arrange gathered information in a presentation or demonstrate decision-making [NS 3.3.4]

(5)3.5 use technology to organize data
   a. calculate
   b. collect data
   c. analyze data

(5)3.6 demonstrate an understanding of intellectual property
   a. describe personal consequences of inappropriate use
   b. identify source and content of information collected [NS 3.5.5]
   c. generate a list of sources [NS 3.5.6]

(5)3.7 summarize and share the research process and its outcome [NS 3.5.7]
TECHNOLOGY GRADE FIVE (continued)

(5)3.8 evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

TOOLS AND PROCESSES

It is expected that students will:

(5)4.1 use technologies as an educational tool in all content areas
(5)4.2 use technologies independently and collaboratively
(5)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]
(5)4.4 demonstrate the importance of safety and ease of use in selecting appropriate tools [NS 4.5.3]
(5)4.5 employ tools and materials to design or develop products or projects [NS 4.5.2]
(5)4.6 use technology information processing skills to enhance and extend learning in all areas
(5)4.7 identify the appropriateness and uses of resources and tools in technology based activities [NS 4.3.1]
  a. select and use applicable tools for tasks [NS 4.3.2]
  b. with teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations [NS 4.3.4]
  c. recognize that technological resources include people, information, materials, machines, energy, capital, and time [NS 4.5.1]
(5)4.8 solve difficulties with tools or devices to accomplish the desired result including computer operations and recognize basic operational problems, such as printer jams, and possible solutions [NS 4.5.4]

SYSTEMS

It is expected that students will:

(5)5.1 define a system [NS 5.3.1]
(5)5.2 identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system) [NS 5.3.2]
(5)5.3 identify and categorize systems that provide food, clothing, shelter, entertainment, communications, health care, security, and other necessities and comforts of life [NS 5.3.3]
(5)5.4 explain open, closed, simple, complex systems, micro and macro systems [NS 5.5.1]
(5)5.5 explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle) [NS 5.5.2]
(5)5.6 classify systems according to type and level (e.g., open loop system or closed loop system, simple or complex, and micro or macro) [NS 5.5.3]
IMPLICATIONS ON SOCIETY

It is expected that students will:

(5)6.1 describe how technology is used in daily activities to meet personal needs
   a. describe computer piracy [NS 6.3.1]
   b. describe personal consequences of inappropriate use [NS 6.3.1]
(5)6.2 practice etiquette using technology and describe changes in the local community because of technology [NS 6.3.2]
(5)6.3 describe the relationship between careers and technological developments
(5)6.4 describe common uses of technology in daily life and how environments are changed [NS 6.3.4]
(5)6.5 describe and use required district, school, and classroom procedures for use of technology
(5)6.6 examine products and communicate how that product solved a human need or want [NS 6.5.1]
(5)6.7 explain how physical environments are changed by technological developments [NS 6.5.2]
(5)6.8 describe the relationship between careers and technological developments [NS 6.5.3]
(5)6.9 explain society's use of technology and discuss both the positive and negative impacts on the workplace, society, and the environment [NS 6.5.4]
VISUAL ARTS
GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students know and apply visual arts media, techniques, and processes.
2.0 Students use knowledge of visual characteristics, purposes, and functions.
3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.
4.0 Students understand the visual arts in relation to history and cultures.
5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.
6.0 Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

ART CRITICISM
It is expected that students will:
(5)1.1 describe works of art, using appropriate vocabulary, e.g., identify subject matter, symbols and/or ideas; distinguish media, techniques or processes  [NS 1.5.1, NS 2.5.1]
(5)1.2 analyze works of art, e.g., compare and contrast the application of elements and principles of design, etc.  [NS 5.5.1]
(5)1.3 interpret works of art, e.g., describe possible meanings by examining the treatment of subject matter, symbols and/or ideas; associate visual characteristics with possible responses to the artwork  [NS 5.5.3]
(5)1.4 judge works of art, based on observed merits
a. share opinions on merits in artworks  [NS 5.5.4]
b. support opinions by citing qualities observed in the artwork  [NS 5.5.1]
(5)1.5 evaluate own artwork  [NS 3.5.3, NS 5.5.2]

ART HISTORY
It is expected that students will:
(5)2.1 examine historical/cultural context, e.g., categorize works of art according to culture, time or place  [NS 4.5.2]
(5)2.2 discuss materials, processes, purposes, e.g., learn how artist’s choices are influenced by time and place  [NS 4.5.2]
(5)2.3 discuss artistic styles, e.g., define characteristics in works of art that identify individual artists, groups of artists, or cultures  [NS 4.5.2]
VISUAL ARTS GRADE FIVE (continued)

(5)2.4 examine inventions and technology in art, e.g., observe how changes in tools and methods affect the appearance of art [NS 4.5.2]

(5)2.5 discuss social impact of art on culture, e.g., learn how art can influence people's ideas, feelings, or actions [NS 4.5.2]

(5)2.6 engage in art historical research/inquiry, e.g., find answers to questions about an art object's time, place or people by examining images, reading, listening, etc. [NS 4.5.2]

AESTHETICS

It is expected that students will:

(5)3.1 engage in aesthetic inquiry by discussing responses to art through various aesthetic issues/topics,
   a. artist's intent and viewer's interpretation [NS 3.5.1]
   b. purposes for works of art [NS 2.5.2]
   c. beauty and ugliness [NS 2.5.3]
   d. defining art [NS 2.5.3]
   e. creativity, the creative process, originality [NS 1.5.2]
   f. art and other values [NS 2.5.3]
   g. aesthetic awareness (heightened sensory awareness in response to art) [NS 1.5.2]

(5)3.2 discuss aesthetic positions/stances
   a. realism (art that is true to life) [NS 2.5.1]
   b. expressionism (art that shows feelings) [NS 2.5.2]
   c. functionalism (art with a practical purpose) [NS 2.5.2]
   d. hedonism (art that is beautiful and pleasant) [NS 2.5.3]
   e. formalism (art that emphasizes design) [NS 2.5.1]

ART PRODUCTION

It is expected that students will:

(5)4.1 demonstrate elements of art: line, shape, color, texture, value, form, space [NS 2.5.4]

(5)4.2 demonstrate design concepts and principles: repetition, pattern, symmetry, geometric shape, color theory (mix complementary colors and tones/hues), scale, contrast, overlapping, contours, emphasis, composition, organic shape, unity/harmony, negative shape/space, balance, movement, rhythm [NS 2.5.4]

(5)4.3 create works of art that communicate ideas through subject matter and symbols; visual characteristics; or media, techniques, and processes [NS 3.5.2]

(5)4.4 draw; using varied media, techniques, and processes [NS 1.5.3]

(5)4.5 paint; using varied media, techniques, and processes [NS 1.5.3]

(5)4.6 create a minimum of one three-dimensional art form using varied media, techniques and processes
   a. sculpture (fully three-dimensional) [NS 1.5.3] or
   b. relief (raised elements on a background) [NS 1.5.3]
   (Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.)
VISUAL ARTS GRADE FIVE (continued)

(5)4.7 create a ceramic object using varied media, techniques, and processes
   a. clay modeling (manipulating in three-dimensions) e.g., forming human figures, animals, etc. [NS 1.5.3] or
   b. pottery (functional vessels) e.g., pinch pots, coiled cups, slab bowls or boxes, etc. [NS 1.5.3]

(5)4.8 make prints; using media, techniques, and processes for multiple edition prints [NS 1.5.3]

(5)4.9 weave; using varied media such as using paper, yarn, other fibers, etc., and applying the techniques and processes of weaving [NS 1.5.3]

(5)4.10 represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.5.3]

(5)4.11 work in at least one mixed medium; using media, techniques, and processes, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.5.3]

(5)4.12 create a work of art that shows the influence of a particular historical period or culture [NS 4.5.3]

(5)4.13 use technology to create works of art, e.g., computer art [NS 1.5.3]