



Zion Lutheran School

Christ-Centered, Classical Education

FIFTH

GRADE

STANDARDS

5TH GRADE LANGUAGE ARTS STANDARDS

READING

5.1 *Fifth-grade students will acquire reading skills and fluency to gain information and ideas, while using strategies for constructing meaning that connect what is read to present understandings so as to build a strong foundation for growth as lifelong learners.*

5.1.1 Develop reading proficiency.

The student will be able to...

- 5.1.1.1 Use a variety of word-identification strategies (e.g., decoding, context clues, predicting, varying word structures, constructing meaning, purpose of reading).
- 5.1.1.2 Read orally with accuracy and expression at a rate similar to regular speech patterns.
- 5.1.1.3 Read texts with understanding at appropriate levels, adjusting reading rate to the difficulty and type of text.
- 5.1.1.4 Assess reading strengths and need for improvement.

5.1.2 Build an extensive vocabulary.

The student will be able to...

- 5.1.2.1 Identify the connotation and denotation of new words.
- 5.1.2.2 Apply knowledge of word roots, prefixes, and affixes from their Greek or Latin origin to analyze word meanings.
- 5.1.2.3 Use word origins to comprehend the meaning of new words.
- 5.1.2.4 Explain common synonyms, antonyms, homographs, homonyms, and homophones.
- 5.1.2.5 Identify the meaning of abbreviations.
- 5.1.2.6 Use references such as a dictionary, glossary, or thesaurus to determine word meanings or synonyms.
- 5.1.2.7 Determine the meaning of new words by applying knowledge of word relationships and context clues.

5.1.3 Comprehend what is read.

The student will be able to...

- 5.1.3.1 Develop pre-reading strategies and set a purpose and rate for reading.
- 5.1.3.2 Use details from the text to restate the main idea and supporting details, sequence events, describe cause and effect, compare and contrast, make predictions and inferences, generalize, evaluate information, and identify the author's purpose.
- 5.1.3.3 Explain the author's use of voice and perspective.
- 5.1.3.4 Distinguish between fact and opinion.
- 5.1.3.5 Comprehend and explain the figurative use of words in similes and metaphors.
- 5.1.3.6 Use post-reading skills (such as asking and answering literal, inferential, and evaluative questions) in order to clarify, reflect, analyze, draw conclusions,

summarize, and paraphrase to comprehend and interpret text and assess personal understanding.

5.1.3.7 Use charts, graphs, maps, and displays to find information and to clarify, explain, and connect concepts.

5.1.3.8 Describe mental images evoked by the text.

5.1.4 Read for a purpose.

The student will be able to...

5.1.4.1 Use organizational features of a text (e.g., title, table of contents, glossary, citations, endnotes, bibliographic references) to locate information.

5.1.4.2 Generate a topic and formulate a plan for gathering information.

5.1.4.3 Generate questions and conduct research about topics using information from a variety of sources.

5.1.4.4 Process and apply information from reading for the purposes of learning about a subject.

5.1.5 Distinguish types of text.

The student will be able to...

5.1.5.1 Distinguish among genres such as biography, poem, play, and story.

5.1.5.2 Explain the use of figurative language such as onomatopoeia and alliteration.

5.1.5.3 Characterize various types of texts (narrative, expository, technical, and persuasive).

5.1.5.4 Examine content and structure of informational text across the subject areas.

5.1.5.5 Analyze text that is organized in sequential or chronological order.

5.1.5.6 Explain various ways to organize text, including main points or theme and supporting or illustrating details.

5.1.5.7 Recognize the author's purpose, perspective, audience, and message.

5.1.5.8 Describe text available through electronic media.

5.1.5.9 Differentiate primary and secondary sources.

LITERATURE

5.2 *Fifth-grade students will understand and appreciate, as appropriate for their age, the structure and intent of literature, as well as techniques used to transmit ideas and evoke responses in ways that reflect cultures and eras, express creations of the human imagination, and connect with their own lives and experiences.*

5.2.1 Examine the content and structure of literary text.

The student will be able to...

5.2.1.1 Discuss the role of contrasts in adding interest to the plot or theme.

5.2.1.2 Identify the speaker or narrator in a selection, and determine if the person is a character in the account.

5.2.1.3 Tell how thoughts, words, and actions reveal a character's motivation.

- 5.2.1.4 Make inferences about theme, plot, setting, events, character traits, problem, and solution.
- 5.2.1.5 Give examples of literary devices, such as rhyme and rhythm.
- 5.2.1.6 Explain the use of figurative and descriptive language to convey meaning (e.g., simile, metaphor, personification, imagery, symbolism, hyperbole, analogies, alliteration, and idiomatic language).
- 5.2.1.7 Identify techniques used by the author to influence the readers' perspective.
- 5.2.2 Demonstrate the ability to understand and interpret grade-level literary text.

The student will be able to...

- 5.2.2.1 Describe the effects of common literary devices such as flashback and foreshadowing.
- 5.2.2.2 Evaluate how the author's word choices and various techniques influence the readers' moods or perspectives.
- 5.2.2.3 Read and interpret literary works representative of various centuries and perspectives, recognizing that attitudes and values existing in a time period affect stories and informational articles written during that same period.
- 5.2.2.4 Apply knowledge, ideas, and issues drawn from texts to the students' lives and the lives of others.
- 5.2.2.5 Demonstrate the ability to follow directions.
- 5.2.3 Listen to, read, and respond to a wide variety of literature of varying complexity.

The student will be able to...

- 5.2.3.1 Examine elements of the human story by reading literary texts that represent a variety of authors, cultures, and eras.
- 5.2.3.2 Explore the complexity of enduring insights and recurring issues by making connections and generating themes within and across texts.
- 5.2.3.3 Distinguish between fact and opinion and between arguments rooted in logic and emotion.
- 5.2.3.4 Appreciate, through literature, the rich diversity of our society.
- 5.2.3.5 Use literature to explore and achieve greater understanding of individuality.

WRITING

- 5.3 *Fifth-grade students will write clearly to convey an intended message and meaning aimed at a variety of audiences in assorted styles, applying standard grammar and syntax, and making use of word-processing technologies.*
- 5.3.1 Demonstrate knowledge and proper use of language conventions, such as spelling, grammar, punctuation, capitalization, and penmanship.

The student will be able to...

- 5.3.1.1 Demonstrate the ability to write compound sentences, identifying and eliminating fragments in writing.
- 5.3.1.2 Recognize the meaning, form, and function of concrete, collective, and abstract nouns.

- 5.3.1.3 Identify and correctly use verbs, including those that are often misused (e.g., lie, lay, sit, set).
 - 5.3.1.4 Identify and correctly and appropriately use adjectives and adverbs.
 - 5.3.1.5 Use objective and nominative case and indefinite and relative pronouns.
 - 5.3.1.6 Use a colon to separate hours and minutes and to introduce a list.
 - 5.3.1.7 Demonstrate the appropriate use of commas in compound sentences and apostrophes in singular possessives and contractions.
 - 5.3.1.8 Use end marks, quotation marks, and interjections correctly.
 - 5.3.1.9 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.
 - 5.3.1.10 Use transitions and conjunctions to connect ideas.
 - 5.3.1.11 Use resources to check grammar and punctuation.
 - 5.3.1.12 Apply the conventions of written language, including capitalization and sentence structure, in an age-appropriate manner.
 - 5.3.1.13 Use spelling strategies, mnemonic devices, and patterns to spell grade-level, frequently used words correctly.
 - 5.3.1.14 Verify correct spelling using the dictionary and other classroom resources.
 - 5.3.1.15 Demonstrate good penmanship.
 - 5.3.1.16 Demonstrate effective keyboarding skills.
- 5.3.2 Apply the steps of the writing process.

The student will be able to...

- 5.3.2.1 Develop the foundations for a writing project, working with others to generate ideas.
 - 5.3.2.2 Determine a purpose for writing, and plan a central theme, avoiding irrelevant information.
 - 5.3.2.3 Conduct background reading, interviews, and surveys, as appropriate.
 - 5.3.2.4 Organize information using a graphic organizer or some other organizing tool.
 - 5.3.2.5 Develop a story line that is easy to follow, flows logically, and includes effective transitions, appropriate detail, and a variety of sentence types.
 - 5.3.2.6 Add, delete, consolidate, clarify, and rearrange to improve the meaning and focus of writing.
 - 5.3.2.7 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules or rubrics with specific examples of the correction of specific errors.
 - 5.3.2.8 Set, implement, and monitor goals for writing improvement.
- 5.3.3 Compose well-organized and coherent writing for specific purposes and audiences.

The student will be able to...

- 5.3.3.1 Recognize forms of writing that are appropriate for a specific format and purpose.
- 5.3.3.2 Use logical organizational structures in writing information (e.g., chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis).
- 5.3.3.3 Write informational paragraphs presenting ideas or events in sequence, with details and transitions to link paragraphs, and a concluding paragraph to summarize important ideas or details.

- 5.3.3.4 Write persuasive letters or compositions that state a clear position, supported by relevant evidence and effective emotional appeals, and follow a simple organizational pattern while addressing reader concerns.
- 5.3.3.5 Vary word choices, as well as language and sentence structures, to make writing interesting and relative to the audience and its purpose.
- 5.3.3.6 Create stories with multiple paragraphs that develop a situation or plot, describe the setting, and include a conclusive ending.
- 5.3.3.7 Publish in the style, tone, and format appropriate to the audience.
- 5.3.4 Explore and use a variety of types of writing, such as narrative, expository, and persuasive texts.

The student will be able to...

- 5.3.4.1 Conduct research to create reports and research papers.
- 5.3.4.2 Create expository compositions of two or more paragraphs, each containing an effective topic sentence, supporting sentences, and a concluding sentence.
- 5.3.4.3 Write responses to literature to demonstrate understanding, support judgments, and develop interpretations of a literary work.
- 5.3.4.4 Compose persuasive text using the writing process.
- 5.3.4.5 Write personal narrative texts that chronicle a single event or a sequence of events.
- 5.3.4.6 Generate formal and informal letters following proper letter format.
- 5.3.4.7 Produce informal writings for various purposes.
- 5.3.4.8 Explore the purposes and applications of writing for business and technical communications, and create technical text using the writing process.
- 5.3.5 Investigate topics of interest and importance, selecting appropriate media sources and research processes, while demonstrating ethical use of materials.

The student will be able to...

- 5.3.5.1 Use a variety of resources, including technology, to explore and verify information and create texts to define and investigate important issues and problems.
- 5.3.5.2 Locate, organize, and use information from various sources, including reference materials, to answer questions, solve problems, and communicate ideas.
- 5.3.5.3 Use note-taking skills to summarize information from a written text when completing research for writing.
- 5.3.5.4 Use alphabetical and numerical systems to organize information.
- 5.3.5.5 Write or deliver a research report that has been developed using a systematic research process to accomplish an informational, analytical, or practical purpose.
- 5.3.5.6 Produce visual images, messages, and meanings that communicate with others.
- 5.3.5.7 Apply tools (e.g., rubric, checklist) to judge the quality of personal writing and the writing of others.
- 5.3.5.8 Give credit for others' ideas, images, and information by listing sources used in research.
- 5.3.5.9 Recognize and avoid plagiarism.

SPEAKING, LISTENING, AND VIEWING (MEDIA LITERACY)

5.4 *Fifth-grade students will recognize and demonstrate the ability to use good speaking, listening, and viewing skills in sending, receiving, understanding, and evaluating messages.*

5.4.1 Communicate effectively using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose.

The student will be able to...

5.4.1.1 Demonstrate listening behaviors (e.g., prepare to listen, eye contact, alert posture, overcome barriers) that show respect for others.

5.4.1.2 Use appropriate listening strategies to enjoy, learn from, and appreciate spoken language and to identify tone, mood, and emotion.

5.4.1.3 Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements, while using appropriate public-speaking techniques such as rate, pace, and enunciation.

5.4.1.4 Using discussion strategies, interact with peers in a variety of situations to develop and present familiar ideas.

5.4.1.5 Apply acquired information, concepts, and ideas to communicate in a variety of formats, using language and visuals appropriate to the topic, context, audience, and purpose.

5.4.1.6 Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

5.4.1.7 Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases that show, rather than tell, what happens.

5.4.1.8 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

5.4.1.9 Use appropriate words to shape reactions, perceptions, and beliefs.

5.4.1.10 Demonstrate the ability to follow directions and also to give clear and concise multistep directions to complete a task.

5.4.1.11 Ask questions to seek information not already discussed.

5.4.1.12 Listen and speak to gain knowledge of one's own personal culture, the culture of others, the common elements of cultures, and to communicate intercultural.

5.4.1.13 Do an improvisation of a new ending to a previously read story or drama.

5.4.1.14 Write a monologue to express the thoughts and feelings of a character.

5.4.2 Evaluate the significance, accuracy, and appropriateness of ideas presented in oral, visual, and multimedia communications.

The student will be able to...

5.4.2.1 Analyze and evaluate information acquired from various sources, including electronic and print media, and make inferences or draw conclusions.

5.4.2.2 Identify the main concept and supporting details in a nonprint media message.

5.4.2.3 Recognize the persuasive messages used in nonprint media; identify claims and evaluate evidence used to support these claims.

5.4.2.4 Focus on meaning and communication when listening, speaking, viewing, reading, and writing in personal, social, occupational, and civic contexts.

- 5.4.2.5 Develop and apply personal and shared academic criteria for the enjoyment and appreciation of personal and others' oral, written, and visual texts.
- 5.4.2.6 Identify biases, stereotypes, and persuasive strategies in a nonprint message.
- 5.4.2.7 Distinguish between facts and opinions, as well as between emotional and logical arguments.

LATIN

5.5 *Fifth-grade students will demonstrate a knowledge, understanding, and appreciation of the culture, norms, and language Latin.*

- 5.5.1 Use the target language to develop an understanding of customs, arts, literature, history, and geography associated with its use.

The student will be able to...

- 5.5.1.1 Role-play to demonstrate an understanding of cultural topics, such as how to relate to individuals from Latin.
 - 5.5.1.2 Recognize and explain idioms of Latin, and demonstrate culturally appropriate nonverbal communication.
 - 5.5.1.3 Share out-of-classroom experiences involving Latin.
 - 5.5.1.4 Contrast and compare English and Latin.
 - 5.5.1.5 Identify and experience the literature, music, dance, folk art, visual art, drama, and architecture related to Latin.
 - 5.5.1.6 Trace the history of areas where Latin is spoken, identifying and describing well-known contributions of Latin.
- 5.5.2 Apply Latin to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

The student will be able to...

- 5.5.2.1 Demonstrate knowledge and understanding of Latin, using it for a variety of purposes, such as to converse about familiar topics (family, food, school); express feelings, emotions, and opinions; and to ask and answer clarifying questions.
- 5.5.2.2 Use Latin to reinforce and expand knowledge of other disciplines.
- 5.5.2.3 Use Latin to write or tell about a personal experience, applying age appropriate writing strategies.

5th GRADE MATHEMATICS STANDARDS

5.1 NUMERATION/NUMBER SENSE

- 5.1.1 *By the end of fifth grade, students will demonstrate place value of whole numbers through the millions and decimals through the thousandths place.*
- 5.1.1.1 Read and write numerals, in digits and words, through the hundred millions place and decimals to the thousandths place.
 - 5.1.1.2 Order and compare whole numbers through the hundred millions place and decimals to the thousandths place using the symbols $<$, $>$, $=$.
 - 5.1.1.3 Round whole numbers to the nearest named place.
 - 5.1.1.4 Round mixed numbers and decimals to the nearest whole number.
- 5.1.2 *By the end of fifth grade, students will write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.*
- 5.1.2.1 Write numbers in expanded form.
 - 5.1.2.2 Write numbers in expanded notation.
 - 5.1.2.3 Change fractions to decimals and decimals to fractions.
 - 5.1.2.4 Change fractions to percent and percents to fractions.
- 5.1.3 *By the end of fifth grade, students will describe and apply relationships between whole numbers, decimals, and fractions by order, comparison, and operation.*
- 5.1.3.1 Order and compare whole numbers, fractions, decimals, and mixed numbers using the symbols $<$, $>$, $=$.
 - 5.1.3.2 Illustrate mathematical concepts by making fact families in addition, subtraction, multiplication, and division.
 - 5.1.3.3 Subtract a fraction from 1.
 - 5.1.3.4 Change improper fractions to whole or mixed numbers.
 - 5.1.3.5 Read and draw number lines using whole numbers, fractions, and mixed numbers.
- 5.1.4 *By the end of fifth grade, students will determine equivalences among fractions, decimals, and percents.*
- 5.1.4.1 Find equivalencies among fractions, decimals, and percents.
 - 5.1.4.2 Solve word problems with appropriate equivalences.
- 5.1.5 *By the end of fifth grade, students will identify and display numbers including prime and composite, factors and multiples.*
- 5.1.5.1 Identify prime numbers through 100.
 - 5.1.5.2 List the factors of whole numbers through 100.
 - 5.1.5.3 Identify multiples of whole numbers through 100.

5.2 COMPUTATION/ESTIMATION

5.2.1 *By the end of fifth grade, students will estimate, add, subtract, multiply, and divide whole numbers and solve word problems.*

5.2.1.1 Demonstrate with accuracy and reasonable speed the basic facts of addition, subtraction, multiplication, and division.

5.2.1.2 Add and subtract accurately five-digit numbers including columns of numbers.

5.2.1.3 Multiply up to a three-digit by a three-digit numbers.

5.2.1.4 Divide up to a four-digit by a two-digit numbers.

5.2.1.5 Choose correct operation and solve word problems.

5.2.2 *By the end of fifth grade, students will use the different mathematical operations to solve problems involving fractions, decimals, and money.*

5.2.2.1 Add and subtract fractions and mixed numbers with like and different denominators.

5.2.2.2 Multiply and divide fractions and mixed numbers.

5.2.2.3 Simplify complex fractions.

5.2.2.4 Add, subtract, multiply, and divide decimals and money.

5.2.3 *By the end of fifth grade, students will identify the appropriate operation and do the correct calculations when solving word problems.*

5.2.3.1 Solve “some and some more”, “some went away”, and “larger-smaller difference” word problems.

5.2.3.2 Equal “equal groups” word problems.

5.2.3.3 Illustrate fraction word problems.

5.2.4 *By the end of fifth grade, students will use estimation as a quick way to get an approximate answer.*

5.2.4.1 Round mixed numbers, decimals, and fractions.

5.2.4.2 Mentally estimate the answer to addition, subtraction, multiplication, and division problems.

5.3 MEASUREMENT

5.3.1 *By the end of fifth grade, students will identify and measure units of measurement.*

5.3.1.1 Use units of time, temperature, length, weight, and liquid measurement, and identify their abbreviations.

5.3.2 *By the end of fifth grade, students will make conversions of measurement systems.*

5.3.2.1 Convert units within the English system.

5.3.2.2 Convert units within the metric system.

5.4 GEOMETRY/SPATIAL CONCEPTS

5.4.1 *By the end of fifth grade, students will identify angles.*

5.4.1.1 Identify and draw right, acute, and obtuse angles.

5.4.2 *By the end of fifth grade, students will identify and draw points, lines, line segments, and rays.*

5.4.2.1 Identify and draw points, lines, line segments, and rays.

5.4.2.2 Identify and draw parallels, intersecting, and perpendicular lines and line segments.

5.4.2.3 Identify horizontal, vertical, and oblique.

5.4.3 *By the end of fifth grade, students will describe, classify, and draw polygons and solids.*

5.4.3.1 Describe and classify polygons.

5.4.3.2 Describe and classify solids.

5.4.4 *By the end of fifth grade, students will find perimeter and area of polygons.*

5.4.4.1 Find the perimeter of polygons.

5.4.4.2 Find the area of polygons.

5.4.4.3 Identify the circumference, diameter, and radius of a circle.

5.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS

5.5.1 *By the end of fifth grade, students will be able to organize and analyze data.*

5.5.1.1 Interpret graphs and tables.

5.5.1.2 Investigate and record patterns in a simple probability situation.

5.6 ALGEBRAIC CONCEPTS

5.6.1 *By the end of fifth grade, students will use and interpret variables and mathematical symbols to solve one-step equations.*

5.6.1.1 Use letters, boxes, or other symbols to stand for any number in an addition or subtraction problem.

5.6.1.2 Use letters, boxes or other symbols to stand for any number in multiplication or division problem.

5.6.1.3 Identify and use various indicators of multiplication (parentheses, \times , \cdot) and division.

5TH GRADE PHYSICAL EDUCATION CURRICULUM

MOVEMENT SKILLS

5.1 *Fifth-grade students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities as well as the knowledge of movement concepts, principles, and strategies that apply to learning and performing physical activities.*

5.1.1 Movement Concepts

The student will be able to...

- 5.1.1.1 Perform simple stunts that exhibit agility such as jumping and properly landing.
- 5.1.1.2 Recognize and demonstrate appreciation for highly skilled athletic performance, describing the importance of form, power, accuracy, and consistency.
- 5.1.1.3 Identify appropriate activities to drill and practice in order to learn a specific skill.
- 5.1.1.4 Describe the value of relationships, speed, levels, direction, and pathways in individual and group physical activities.
- 5.1.1.5 Explain preparation, movement, follow-through, and recovery in movement skills such as tennis serve, handstand, and free throw.
- 5.1.1.6 Play a cooperative movement game that uses locomotor skills, object manipulation, and offensive strategies.
- 5.1.1.7 Take part in various outdoor physical activities.

5.1.2 Body Management

The student will be able to...

- 5.1.2.1 Do simple small-group balancing exercises, distributing weight and base of support.
- 5.1.2.2 Show controlled balance on a variety of objects such as balance boards, stilts, scooters, and skates.
- 5.1.2.3 Tell how to adjust body position to catch a ball thrown off-center.
- 5.1.2.4 Explain strategies of controlling negative feelings during participation in games and other physical activities.

5.1.3 Locomotion Movement

The student will be able to...

- 5.1.3.1 Evidence appropriate safety procedures when movement and equipment are involved.
- 5.1.3.2 Demonstrate how to jump for height, for distance, and for the hop-step-jump, using proper takeoff and landing form.
- 5.1.3.3 Demonstrate combinations of fundamental loco motor skills such as running and dodging.

5.1.4 Manipulative Skills

The student will be able to...

- 5.1.4.1 Demonstrate the ability to throw and catch an object underhand and overhand while avoiding an opponent; field a thrown ground ball.
 - 5.1.4.2 Use a backhand movement pattern to throw a flying disc accurately at a target and to a partner.
 - 5.1.4.3 Serve a ball over the net using the underhand movement pattern, and volley a tossed ball to an intended location.
 - 5.1.4.4 Explain the following elements related to striking a ball with a racket or paddle: preparation, application of force, follow-through, and recovery.
 - 5.1.4.5 Demonstrate the ability to dribble a ball by hand or foot and to punt a ball, dropped from the hands, at a target.
 - 5.1.4.6 Demonstrate how to pass a ball back and forth with a partner, using a chest pass and bounce pass.
 - 5.1.4.7 Explain and demonstrate fundamental components and strategies in net/wall, invasion, target, and fielding games.
 - 5.1.4.8 Show the ability to combine locomotor and manipulative skills in complex situations (e.g., pivoting and throwing, twisting and striking, and running and catching).
- 5.1.5 Rhythmic Skills

The student will be able to...

- 5.1.5.1 Create and perform musical sequences with complex rhythmical patterns such as 3/4 time or 6/8 time.
- 5.1.5.2 Perform a routine to music, changing speed and direction while manipulating an object.
- 5.1.5.3 Do selected folk dances and line dances.
- 5.1.5.4 Demonstrate how to enter, jump, and leave a long rope turned by others.

PHYSICAL FITNESS FOR LIFE

- 5.2 Fifth-grade students will demonstrate knowledge of physical fitness concepts, principles, and strategies, and assess and maintain a level of physical fitness to improve health and performance.

5.2.1 Fitness Concepts

The student will be able to...

- 5.2.1.1 Explain the benefits of regular physical activity, and participate regularly in moderate to rigorous physical activities and games.
- 5.2.1.2 Identify physical activities offered in the community, such as Little League and the Parks and Recreation Department activities.
- 5.2.1.3 Identify three short-term and three long-term fitness goals.
- 5.2.1.4 Analyze personal results of a scientifically based health-related physical fitness assessment, and identify one or more ways to improve performance in areas that do not meet minimum standards.
- 5.2.1.5 Tell how technology can assist in the pursuit of physical fitness.

- 5.2.1.6 Demonstrate the ability to plan healthful meals and snacks designed to enhance the performance of physical activities.
- 5.2.1.7 Tell why dehydration impairs temperature regulation and physical and mental performance.
- 5.2.1.8 Identify unhealthy fitness and nutritional habits and the abuse of smoking, alcohol, and other drugs and their possible consequences.

5.2.2 Aerobic Capacity

The student will be able to...

- 5.2.2.1 Differentiate between aerobic and anaerobic activities.
- 5.2.2.2 Explain the value of aerobic exercise for the heart and lungs and the heart rate intensity that is necessary to increase aerobic capacity.
- 5.2.2.3 Identify the intensity of personal physical activity and heart rate, using the concept of perceived exertion.

5.2.3 Muscular Strength and Endurance

The student will be able to...

- 5.2.3.1 Give the benefits of strong arm, chest, and back muscles.
- 5.2.3.2 Explain the relationship between muscular and skeletal systems as they work together.
- 5.2.3.3 Do increasing numbers of each of the following: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
- 5.2.3.4 Describe common muscular and skeletal problems and their effects on the body.
- 5.2.3.5 Assess and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments, meeting or exceeding minimum requirements.

5.2.4 Flexibility

The student will be able to...

- 5.2.4.1 Explain the benefits activities.
- 5.2.4.2 Do flexibility exercises that will stretch particular muscle areas for given physical activities.

5.2.5 Body Composition

The student will be able to...

- 5.2.5.1 Explain the relationship between growth in height and weight and athletic performance.
- 5.2.5.2 Explain the short- and long-term benefits of maintaining body composition within the healthy fitness zone.
- 5.2.5.3 Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to emulate.

SELF-MANAGEMENT AND SOCIAL DEVELOPMENT

5.3 Fifth-grade students will demonstrate and apply knowledge of personal and sociological concepts, principles, and strategies that apply to learning and performing physical activities.

5.3.1 Self-Responsibility

The student will be able to...

5.3.1.1 Follow rules, procedures, and policies.

5.3.1.2 Demonstrate good sportsmanship.

5.3.1.3 Assume responsibility for individual improvement and a willingness to assume leadership responsibilities.

5.3.1.4 Differentiate between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.3.1.5 Behave in a safe and healthy manner when confronted with negative peer pressure during physical activity.

5.3.2 Social Interaction

The student will be able to...

5.3.2.1 Describe teamwork and its challenges and benefits, while demonstrating understanding and appreciation for the contributions and strengths of others.

5.3.2.2 Give ideas and listen to the ideas of others in cooperative problem-solving sessions.

5.3.3 Group Dynamics

The student will be able to...

5.3.3.1 Demonstrate a desire to accommodate individual differences in physical abilities of others in small-group activities.

5.3.3.2 Achieve a common goal through cooperative physical activity.

5.3.3.3 Understand and appreciate sports and games popular among other cultures

5TH GRADE RELIGION STANDARDS

By the end of Grade 5, students will be able to do the following:

- 5.1 Acknowledge with confidence God's plan of salvation as clearly revealed in Scripture.
- 5.2 Determine whether selected Bible passages reveal God's Law, showing our sinfulness and our need for forgiveness, or God's Gospel message, the Good News of salvation by grace through faith in Jesus Christ, or both.
- 5.3 Use Bible reference tools to discover Gospel passages.
- 5.4 Praise God for His plan of salvation.
- 5.5 Describe Scripture as the work of many human authors and yet the pure, "God-breathed" Word.
- 5.6 Identify grace as the motivation for good works.
- 5.7 Express joy and confidence in the forgiveness God freely offers them through Christ.
- 5.8 Acknowledge Holy Scripture as the final authority for both doctrine and practice.
- 5.9 Describe the impact of God's Law and Gospel on their lives.
- 5.10 Compare the old covenant with God's new covenant in Jesus.
- 5.11 Recognize signs of God's love and care in their own lives.
- 5.12 Recognize that God is faithful, strengthens them, and gives them the victory over their enemies of sin, death, and the power of the devil.
- 5.13 Express reliance on God and His Word for courage, wisdom, and direction throughout their lives.
- 5.14 Recognize that no force is more powerful than God and His love for them in Christ.
- 5.15 Identify opportunities in which the Holy Spirit can use them in service to God.
- 5.16 Trust that God will accomplish His good purposes in their lives, even in times of conflict and crisis.
- 5.17 Acknowledge Christ's forgiveness and rely on the Holy Spirit's power to enable them to share God's love with others, especially with those who have not yet heard the saving Gospel of salvation by grace through faith in Jesus.
- 5.18 Express confident trust that Jesus their Savior will renew and strengthen them to respond with forgiveness toward others.
- 5.19 Define worship as our response to God's grace in which we demonstrate our love, honor, and respect for Him in everything we say and do.
- 5.20 Acknowledge Jesus as the Messiah, the Christ, who fulfilled Old Testament prophecies.
- 5.21 Recognize that through the Means of Grace, the Holy Spirit leads people to acknowledge and trust in Jesus Christ as their Lord and Savior.
- 5.22 Daily remember the covenant God made with them in Baptism as they repent of their sin and receive the full assurance of God's forgiveness.
- 5.23 Realize that the Holy Spirit empowers them to live as God's children.
- 5.24 Express confident trust in God's promise to work through the Means of Grace to help them overcome the temptations they face.
- 5.25 Acknowledge that through His suffering and death, Jesus earned forgiveness of sin and eternal life for them and for all people.
- 5.26 Appreciate the need to witness to all people, including people of every race, color, and nationality.

5.27 Study Scripture references that describe the joy that awaits them in heaven through faith in Jesus Christ.

5TH GRADE SOCIAL STUDIES STANDARDS

GEOGRAPHY

5.1 *Fifth-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of all the Earth's resources.*

5.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.

The student will be able to ...

- 5.1.1.1 Accurately read and interpret various types of maps and globes using map keys, distance scales, color and symbol codes, and latitude and longitude readings.
 - 5.1.1.2 Use horizontal or vertical charts and timelines to present geographic information.
 - 5.1.1.3 Explore how the Earth/sun relationship together with the tilt of the Earth on its axis influences the length of day, seasonal changes, and climate factors at different locations on the Earth.
 - 5.1.1.4 Identify major ocean currents, landforms, and climates on a world map.
 - 5.1.1.5 Explore and create maps showing the distribution of resources throughout the U.S.
 - 5.1.1.6 Create a theme map to report geographic data on their own region, state, and nation.
 - 5.1.1.7 Compare and interpret U.S. maps to show the relationship between physical features of the landscape and the location of population centers.
 - 5.1.1.8 Study maps of one location at two different time periods to learn how life changed or remained the same.
- 5.1.2 The physical characteristics of places and regions influence where and how people live and work.

The student will be able to ...

- 5.1.2.1 Describe the geography of various regions of the United States.
 - 5.1.2.2 Analyze the regions for the United States in terms of climate, landforms, population, and economic activity, using the language the geographer.
 - 5.1.2.3 Name the fifty states and their capitals and the regions in which the states are located.
 - 5.1.2.4 Relate how physical characteristics of a region affect the decisions people make over time.
 - 5.1.2.5 Describe physical factors that influence the location of cities.
 - 5.1.2.6 Explore how people affect the physical environment as they migrate, settle, and live in various regions.
 - 5.1.2.7 Describe how communication and transportation capabilities affect settlement and economic activity.
 - 5.1.2.8 Identify the prominent physical and human features of your community.
- 5.1.3 Understanding the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment, responsible people practice good stewardship of the Earth and its resources.

The student will be able to ...

- 5.1.3.1 Describe the relationship between plants and animals in a local ecosystem.
 - 5.1.3.2 Tell how geography and climate influence the way people live and adjust to their environment.
 - 5.1.3.3 Describe how and why people alter their environment and examine the consequences of such action.
 - 5.1.3.4 Explain and give examples of erosion, pollution, and other changes in the environment, either natural or man-made.
- 5.1.4 Geographic knowledge helps people interpret the past, understand the present, and plan for the future.

The student will be able to ...

- 5.1.4.1 Develop and use maps to explain and understand historical events.
- 5.1.4.2 Determine trends over a period of time through the study of political, economic, environmental, and social data derived from charts and graphs.

UNITED STATES HISTORY

5.2 *Fifth grade students will have the opportunity to develop their knowledge of the history of the United States and to grow in their ability to understand and use the skills necessary to apply the lessons learned from history in their everyday lives.*

- 5.2.1 By developing research skills and learning to interpret and analyze primary and secondary resources, students will develop an understanding of the following eras in the history of the United States:

The student will be able to ...

- 5.2.1.1 Describe how trade influenced the development of early civilizations.
- 5.2.1.2 Describe the motivations, routes, and discoveries of those who first explored the Americas.
- 5.2.1.3 Describe the political, religious, social, and economic conditions in Europe that led to the colonization of America.
- 5.2.1.4 Compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.
- 5.2.1.5 Tell how European settlers and American Indians cooperated and also conflicted during the 1600s and 1700s.
- 5.2.1.6 Describe cultural patterns evident in North America caused by explorations, colonization, and conflict.
- 5.2.1.7 Locate on a map those North and South American lands claimed by Spain, France, England, Portugal, and Russia and the Netherlands.
- 5.2.1.8 Identify the thirteen British colonies and describe their political, social, and economic structure.
- 5.2.1.9 Contrast and compare life in the New England, Mid-Atlantic, and Southern colonies.
- 5.2.1.10 Describe developments that contributed to the growth and expansion of the American colonies, and relate these to Nebraska.

- 5.2.1.11 Describe the goals and actions of significant leaders during the colonial period of American history, such as William Penn, Anne Hutchinson, Tomas Hooker, John Smith, and Roger Williams.
- 5.2.1.12 Describe democratic practices that emerged during the colonial period.
- 5.2.1.13 Tell how the undemocratic practice of slavery was introduced into America and how it grew as an institution over time.
- 5.2.1.14 Discuss the following conflicts in colonial times: the Pequot War, King Philip's War, the Powhatan War, and the French and Indian War.
- 5.2.1.15 Explain the influence of prominent American Indian leaders, such as Tecumseh, Chief John Ross, and Sequoyah.
- 5.2.1.16 Describe the events leading ultimately to the suppression of the American Indian nations.
- 5.2.1.17 Describe religious practices in the various American colonies, including the influence of the First Great Awakening.
- 5.2.1.18 List and describe political events (e.g., Boston Tea party) and ideas (e.g. taxation without representation) that led up to the Revolutionary War.
- 5.2.1.19 Explore the significance of the First and Second Continental Congresses and of the Committees of Correspondence.
- 5.2.1.20 Report on the people and events associated with the writing of the Declaration of Independence.
- 5.2.1.21 Relate the ideals of the Declaration of Independence to the institution of slavery.
- 5.2.1.22 Describe the major battles of the Revolutionary War.
- 5.2.1.23 Read historical fiction and nonfiction to explain the impact of key figures during the Revolutionary War period, including King George iii, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, and Samuel Adams.
- 5.2.1.24 Relate the contribution of France and other nations to the outcome of the Revolutionary War.
- 5.2.1.25 Identify the roles of key women during the Revolutionary War (e.g. Abigail Adams, Martha Washington, Molly Pitcher etc.).
- 5.2.1.26 Describe the hardships endured by families during the Revolutionary War.
- 5.2.1.27 Summarize the results of the Revolutionary War, including the founding of a new nation and the establishment of military institutions.
- 5.2.1.28 Explain how the state constitutions that were established after 1776 included the ideals of the American Revolution and served as models for the Constitution of the United States.
- 5.2.1.29 Describe the significance of the land policies developed under the Continental Congress and also of the Northwest Ordinance of 1787.
- 5.2.1.30 Describe the weaknesses of the Articles of Confederation.
- 5.2.1.31 Identify the key events and individuals significant to the creation of the U.S. Constitution, including James Madison and Roger Sherman.
- 5.2.1.32 Tell the significance of the U.S. Constitution of 1787.
- 5.2.1.33 Explain the concept of individual liberty and how the United States government derives power from the people.
- 5.2.1.34 Describe how the U.S. Constitution secures liberty by both giving and limiting power.
- 5.2.1.35 Learn songs that celebrate American ideals.

- 5.2.1.36 Describe the rise of the U.S. political party system.
- 5.2.1.37 Explain the entrepreneurial attributes of early explorers and the aims, obstacles, and accomplishments associated with them.
- 5.2.1.38 Identify key figures, events, and ideas in the early years of the United States as a nation.
- 5.2.1.39 Describe economic choices people had to deal with during our nation's early development.
- 5.2.1.40 Relate economic issues to the institutions of slavery and indentured servitude.
- 5.2.1.41 Discuss the main issues relating to slavery, including human rights, abolitionism, states' rights, and the major compromises resulting from these issues.
- 5.2.1.42 Describe the exploration of the West following the Louisiana Purchase.
- 5.2.1.43 Tell how the United States continued to add land after the Louisiana Purchase through wars and treaties, annexation, purchase, and removal of the American Indians to reservations.
- 5.2.1.44 Explain why people moved to settle in the West and the means of transportation they used.
- 5.2.1.45 Describe the wave of European immigrants that traveled to settle in the West in the 1800's.
- 5.2.1.46 Explain how inventions such as the cotton gin, the steamboat, and the telegraph changed American life.
- 5.2.1.47 Identify the states and territories that existed in 1850.
- 5.2.1.48 Give the causes and effects of the Civil War.
- 5.2.1.49 Map those states that seceded from the Union and those that remained.
- 5.2.1.50 Describe the Civil War from the perspective of Northern and Southern citizens.
- 5.2.1.51 Read historical fiction and nonfiction to describe key individuals associated with the Civil War, including Abraham Lincoln, Jefferson Davis, Harriet Beecher Stow, Harriet Tubman, Robert E. Lee, and Ulysses S. Grant.
- 5.2.1.52 Explore the military progression of the civil War, its strategies, stalemates, and turning points.
- 5.2.1.53 Describe the actions taken to reconstruct the United States following the Civil War, including efforts to extend Voting rights to women.
- 5.2.1.54 Trace the development of the transcontinental railroad and evaluate its influence on the growth of the United States.

SOCIETY AND CULTURE

5.3 *Fifth grade students will have the opportunity to develop social and cultural knowledge and to appreciate all people.*

5.3.1 Individuals and groups cooperate to meet needs.

The student will be able to ...

- 5.3.1.1 Explain how people in America at various times in history or in various geographical locations have adapted to meet their needs for food, clothing, shelter, and safety.
- 5.3.1.2 Explain the influence of key people and the decisions they made on the social lives of others in Nebraska.

5.3.1.3 Explain how social institutions help to meet the needs of people.

5.3.2 Individuals and groups deal with conflict and change as they interact with each other.

The student will be able to ...

5.3.2.1 Explain why various groups of people have come to North America in the past and in the present day, and discuss the results of their interactions with each other.

5.3.2.2 Describe and compare two diverse communities in the United States.

5.3.2.3 Tell how interactions between people or groups affect Kearney.

5.3.2.4 Identify national institutions and their local influence.

5.3.2.5 Analyze how social institutions and media influence the behavior of individuals or groups.

5.3.2.6 Give a definition for the term belief system and discuss how it impacts a person's life.

5.3.2.7 Tell how staff, students, and parents can cooperate to solve school problems.

5.3.2.8 Work with others in a group to solve a problem.

5.3.3 Individuals and groups develop arts and innovations that reflect their culture and the historical period.

The student will be able to ...

5.3.3.1 Describe the effects of a significant invention or technological innovation on an area or society within a specified term period.

5.3.3.2 Tell how families and the roles of men, women, and children have changed over time.

5.3.4 People of various ethnic groups enrich society as they follow their customs and celebrate their heritage.

The student will be able to ...

5.3.4.1 Compare cultures with students living in another part of the country.

5.3.4.2 Explain how social celebrations reinforce cultural values.

5.3.4.3 Compare the holidays of various world cultures.

CITIZENSHIP & GOVERNMENT

5.4 *Fifth-grade students will have the opportunity to develop their knowledge of forms of governance and to understand their responsibilities as citizens.*

5.4.1 As they are designed and organized, governments function to protect the citizenry, to provide for their collective needs, and to promote the common good.

The student will be able to ...

5.4.1.1 Give examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses, and the origin of democratic practices found in the British imperial political system.

5.4.1.2 Identify the documents that give structure to governments in the United States.

- 5.4.1.3 Explain the division and sharing of powers between the executive, legislative, and judicial branches of government; describe the two houses of the legislative branch.
 - 5.4.1.4 Describe our government's system of checks and balances; give reasons for limiting the power of government.
 - 5.4.1.5 Compare the responsibilities of state and national governments.
 - 5.4.1.6 Explain how the Bill of Rights outlines the rights of citizens.
 - 5.4.1.7 Describe the process involved in amending the U.S. Constitution; identify issues that arise over constitutional rights.
 - 5.4.1.8 Identify the development of basic freedoms and civil rights guaranteed to citizens of the United States. Use a recent event to analyze the consequences of exercising or denying civil rights.
 - 5.4.1.9 Provide examples of situations in which the rights of minorities have been denied or respected.
 - 5.4.1.10 Give examples of consequences for ignoring the rights of others (e.g. smoking in areas where smoking is prohibited).
 - 5.4.1.11 Explain the situation of people who are not yet citizens but reside in the country, having no "established" rights, such as immigrants, refugees, and migrant workers.
 - 5.4.1.12 Explain the rights of due process, including trial by jury and the right to an attorney.
 - 5.4.1.13 Contrast criminal and civil trials.
 - 5.4.1.14 Describe inconsistencies that have existed between political policy and practice.
 - 5.4.1.15 Identify the areas of the federal government primarily responsible for conducting foreign affairs.
 - 5.4.1.16 Define foreign policy. Describe issues that can affect a president's foreign policy.
 - 5.4.1.17 Explain how nations work together to resolve or avoid conflict.
 - 5.4.1.18 Tell about a treaty between the United States and another country.
- 5.4.2 The principles, purposes, and ideals upon which the United States was founded provide freedom, rights, and responsibilities.

The student will be able to ...

- 5.4.2.1 Give examples of major influences in the development of Western political systems.
- 5.4.2.2 Give the characteristics of a democracy.
- 5.4.2.3 Explain the value of having a limited government.
- 5.4.2.4 Tell why governments make laws.
- 5.4.2.5 Explain rule of law.
- 5.4.2.6 Explain the concept of "unalienable rights as expressed in the Declaration of Independence; also summarize the main ideas of the Declaration of Independence, and explain the significance of this document.
- 5.4.2.7 Describe the purpose and tell the significance of the Constitution of the United States and Nebraska's constitution.
- 5.4.2.8 Summarize the principles and purposes of government as expressed in the Preamble to the Constitution of the United States.
- 5.4.2.9 Identify various turning points in the political history of the United States.
- 5.4.2.10 Identify themes in national symbols and stories, emphasizing the ideas of liberty, equality, and one nation of many people.

- 5.4.3 Citizens in a free society have the right and responsibility to uphold, support, and participate in the democratic process.

The student will be able to ...

- 5.4.3.1 Describe the Founding Fathers' sense of duty and honor that led them to sacrifice for the system in which they believed.
- 5.4.3.2 Describe personal and civic responsibilities, including civil dispositions such as civility, cooperation, respect and responsible participation.
- 5.4.3.3 Explain the role of individuals in civic affairs and political parties, including the campaigning and electing of officials; discuss jury duty; describe citizens' rights and responsibilities.
- 5.4.3.4 Tell how individuals and groups help to shape public policy.
- 5.4.3.5 Identify voting requirements at various levels of government.
- 5.4.3.6 Discuss and develop skills for choosing one candidate or issue over another.
- 5.4.3.7 Compare past and present means of influencing public opinion and explore how changes in communication have affected the availability of information for making political decisions.
- 5.4.3.8 Develop the skill to find information using traditional and electronic resources and use these resources to make and interpret maps, graphs, and tables.

ECONOMICS

- 5.5 *Fifth-grade students will have the opportunity to develop their knowledge of economic concepts, issues, and systems and to develop their decision-making skills as participants in the economy of and interdependent world.*

- 5.5.1 Economic systems, institutions, and incentives affect people in many aspects of life.

The student will be able to ...

- 5.5.1.1 Describe the differences between agricultural and industrial economies.
- 5.5.1.2 Tell about the economic patterns of various early American Indian groups in the United States.
- 5.5.1.3 Describe the economic patterns of the early European colonists.
- 5.5.1.4 Explore the development of the free enterprise system in colonial America and in the United States.
- 5.5.1.5 Describe the benefits of using money as a means of exchange.
- 5.5.1.6 Identify some of the fundamental parts of the U.S. economic system; competition: Price system, standardized monetary system, private property, profit.
- 5.5.1.7 Identify businesses that are individually owned, owned by a partnership, or are corporation.
- 5.5.1.8 Identify the role and function of financial institutions.
- 5.5.1.9 Explain how people respond to positive and negative economic incentives.
- 5.5.2 A market economy (capitalism) distributes resources by seeking to balance supply with demand.

The student will be able to ...

- 5.5.2.1 Describe the major types of economic activity in Nebraska.
 - 5.5.2.2 Explain the interrelationship between production and consumption; between supply, demand, and price.
 - 5.5.2.3 Identify the resources people sell to produce an income.
 - 5.5.2.4 Explain how Nebraska uses and manages its natural resources.
 - 5.5.2.5 Identify price as what buyers give and sellers receive upon the sale of a good or service.
 - 5.5.2.6 Explain how prices are determined in a market economy.
 - 5.5.2.7 Relate how division of labor contributes to productivity and interdependence.
 - 5.5.2.8 Discuss how people's lives would be different if they did not trade for the goods and services they use.
 - 5.5.2.9 Explain how supply and demand have affected consumers and producers throughout American history.
- 5.5.3 Government policies and technological innovations influence and shape economic activity.

The student will be able to ...

- 5.5.3.1 Explain the economic roles each level of government plays in the United States.
 - 5.5.3.2 Give example of public goods.
 - 5.5.3.3 Explain the impact of entrepreneurship, capital goods, competition, mass production, specialization, and division of labor on the economic growth of the United States.
 - 5.5.3.4 Tell how technological innovations such as the transcontinental railroad and the discovery of oil have advanced the economic development of the United States.
 - 5.5.3.5 Tell how communication and transportation advancements have influenced economic activities in the United States.
- 5.5.4 Economic knowledge and skills equip people to manage their own resources.

The student will be able to ...

- 5.5.4.1 Analyze how Americans have earned a living in the past and in the present.
- 5.5.4.2 Reason why certain careers are more common in one region than in another.
- 5.5.4.3 Determine how specialization results in increased interdependence.
- 5.5.4.4 Relate things learned in school to the skills required in a specific job.
- 5.5.4.5 List factors influencing consumer choice (price, quality, taste or preference).
- 5.5.4.6 Analyze personal saving and spending plans; evaluate the advantages and disadvantages of buying on credit.

5TH GRADE SCIENCE STANDARDS

PHYSICAL SCIENCES

5.1 *Fifth grade students at Zion Lutheran Schools will understand concepts related to the physical sciences.*

5.1.1 Composition of Matter

The student will be able to ...

- 5.1.1.1 Classify items based on similarities and differences.
- 5.1.1.2 Define matter.
- 5.1.1.3 Differentiate between physical and chemical changes.
- 5.1.1.4 Use the chemical and physical properties of substances to identify mixtures and compounds
- 5.1.1.5 Explain that changes in the states of matter usually result from changes in temperature
- 5.1.1.6 Recognize that the mass of a material is the same before and after a physical change.

5.1.2 Magnetism, Force, and Motion

The student will be able to ...

- 5.1.2.1 Explain that the Earth's gravity pulls an object toward the Earth.
- 5.1.2.2 Describe the type of objects a magnet will attract

5.1.3 Energy

The student will be able to ...

- 5.1.3.1 Relate distance and time in a computation of speed
- 5.1.3.2 Define energy as the ability to do work
- 5.1.3.3 Demonstrate how a force can put a resting object into motion and stop or change the direction of an object in motion.
- 5.1.3.4 Relate energy to the concepts of pressure and force.
- 5.1.3.5 Explain ways in which energy can be stored.
- 5.1.3.6 Tell how stored (potential energy) may be converted to energy of motion (kinetic energy)
- 5.1.3.7 Compare objects that conduct heat energy with insulators.
- 5.1.3.8 Tell how heat differs from temperature.
- 5.1.3.9 Explain how adding or subtracting heat causes objects to expand or contract.
- 5.1.3.10 Recognize temperature as the measure of thermal energy.
- 5.1.3.11 Describe how thermal energy transfers from one object to another by conduction, convection, or radiation.
- 5.1.3.12 Tell how measurements are made using volts, amps, and ohms.
- 5.1.3.13 Explain that electrical current in a circuit can produce thermal energy, light, sound, and magnetic force.

5.1.3.14 Differentiate between direct and alternating current.

5.1.4 Simple Machines

The student will be able to ...

5.1.4.1 Explore the use of the lever, inclined plane, and wheel and axle to move objects.

5.1.4.2 Relate the amount of force applied to the amount of change resulting.

LIFE SCIENCES

5.2 *Fifth-grade students at Zion Lutheran School will understand concepts related to the life sciences.*

5.2.1 Plants and Animals

The student will be able to ...

5.2.1.1 Outline plant and animal classification systems.

5.2.1.2 Explain these kingdoms: Fungi, Protista, and Monera.

5.2.1.3 Describe plant and animal life cycles.

5.2.1.4 Explain the role food plays in helping organisms to sustain life and grow.

5.2.1.5 Explain how flowers, roots, stem, and leaves help plants grow and survive.

5.2.1.6 Explain how plants and animals carry out respiration, digestion, waste disposal, and transport of materials.

5.2.1.7 Identify cells as the basic units of structure and function in all organisms.

5.2.1.8 Recognize and describe the parts of a cell.

5.2.1.9 Explain cellular reproduction and its role in the growth and repair of plant and animal cells.

5.2.1.10 Explain that all cells need food, air, water, a means of waste disposal and an environment conducive for sustaining life.

5.2.1.11 Describe the appearance and function of a variety of cell types.

5.2.1.12 Differentiate between plant and animal cells.

5.2.1.13 Differentiate between unicellular and multicellular organisms.

5.2.1.14 Verbalize that multicellular organisms have specialized structures to support the transport of materials.

5.2.1.15 Tell how sugar, water, and minerals are transported in a vascular plant.

5.2.1.16 Describe how plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen (photosynthesis).

5.2.1.17 Explain that plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide and water (respiration).

5.2.1.18 Contrast and compare asexual reproduction and sexual reproduction.

5.2.1.19 Explain the sexual reproduction of mosses and ferns.

5.2.1.20 Differentiate between how conifers and flowering plants reproduce.

5.2.1.21 Describe the reproduction and stages of growth and development of mammals.

5.2.2 Ecosystems

The student will be able to ...

- 5.2.2.1 Describe how all animals depend on plants for life (animals eat plants, animals eat animals who eat plants).
- 5.2.2.2 Tell how organisms compete for space, food, and water.
- 5.2.2.3 Create an illustration of a food chain, explaining terms such as producers, consumers, herbivores, carnivores, omnivores, and decomposers.
- 5.2.2.4 Tell how organisms interact with elements of the nonliving environment.
- 5.2.2.5 Suggest ways organism cause both beneficial and harmful changes to the environment.
- 5.2.2.6 Explain that matter is recycled when organisms grow, die, and decay.
- 5.2.2.7 Explain that producers transfer energy entering the ecosystems as sunlight to chemical energy through the process of photosynthesis.
- 5.2.2.8 Trace almost all kinds of animals' food back to plants.
- 5.2.2.9 Recognize that organisms can survive only in ecosystems in which their needs of food, water, shelter, air, carrying capacity, and waste disposal are met.
- 5.2.2.10 Acknowledge that the world is comprised of a variety of ecosystems that support many different types of organisms.
- 5.2.2.11 Relate an organism's patterns of behavior to the nature of the organism's ecosystem.
- 5.2.2.12 Explain how all organisms, including humans, cause changes in their ecosystem and that these changes can be beneficial, neutral, or detrimental.

5.2.3 Human Life

The student will be able to ...

- 5.2.3.1 Tell how the human body fights disease through the role of tears, saliva, skin, white blood cells, and response to vaccination.
- 5.2.3.2 Explain the functions of the digestive, circulatory, respiratory, excretory, and nervous systems.
- 5.2.3.3 Outline the sequential steps of digestion, explaining the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
- 5.2.3.4 Explain the role of the kidneys in removing cellular waste from blood and converting it to urine, which is stored in the bladder.
- 5.2.3.5 Describe human reproduction and the growth and development of a human embryo.
- 5.2.3.6 Explain the changes commonly associated with adolescence and puberty.

5.2.4 Heredity

The student will be able to ...

- 5.2.4.1 Acknowledge that traits are passed from one generation to the next.
- 5.2.4.2 Tell how individuals of the same species may differ in characteristics and that some individual differences may offer an advantage in surviving and reproducing.
- 5.2.4.3 Contrast the influences of heredity and environment.
- 5.2.4.4 Define genetics.

- 5.2.4.5 Define mutations.
 - 5.2.4.6 Explain that in asexual reproduction all of the inherited traits come from a single parent.
 - 5.2.4.7 Explain that in sexual reproduction an egg and sperm unite to enable some traits to come from each parent, so the offspring is never identical to either parent.
 - 5.2.4.8 Acknowledge that, whereas some likenesses between parents and offspring are inherited, others are acquired or learned.
- 5.2.5 Life in the Past

The student will be able to ...

- 5.2.5.1 Recognize extinction as occurring when species are unable to adapt to environmental changes.
- 5.2.5.2 Compare fossil organisms to other fossils and to organisms living today.

NATURAL SCIENCES

5.3 *Fifth grade students at Zion Lutheran School will understand concepts related to the natural sciences.*

5.3.1 Solar System

The student will be able to ...

- 5.3.1.1 Explain that the solar system includes the planet Earth, the moon, the sun, other planets and their satellites, asteroids, and comets.
- 5.3.1.2 Recognize that the solar system consists of planets and other bodies that orbit the sun in predictable paths.
- 5.3.1.3 Identify the sun, and average star composed primarily of hydrogen and helium, as the central and largest body in the solar system.
- 5.3.1.4 Attribute the path of a planet around the sun to the gravitational attraction between the sun and the planet.
- 5.3.1.5 Recognize that stars, though like the sun, appear as points of light because of their distance from the earth; some are smaller than our sun, and others are larger.
- 5.3.1.6 Tell how distance influences the amount of energy planets receive from the sun.
- 5.3.1.7 Describe the gravitational force acting between the sun and the planets and its effects.
- 5.3.1.8 Explain the relative size, physical properties, and motion of the planets in the solar system.
- 5.3.1.9 Explain that the Earth is one of the planets that orbit the sun and that the moon orbits the Earth.
- 5.3.1.10 Tell how the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point on the surface it exerts this pressure equally in all directions.
- 5.3.1.11 Describe Earth as a planet making an elliptical orbit around the sun with three-fourths of its surface covered by water, the entire planet surrounded by a thin blanket of air, and tilted on its axis.

5.3.2 Land & Water

The student will be able to ...

- 5.3.2.1 Investigate the interaction of the lithosphere, atmosphere, biosphere, hydrosphere, and space.
- 5.3.2.2 Describe the core, mantle, and crust of the Earth.
- 5.3.2.3 Relate how erosion moved Earth's materials from one location to another.
- 5.3.2.4 Tell how deposition builds up Earth's materials at or near the surface.
- 5.3.2.5 Explain the movement of water on Earth through evaporation and condensation.
- 5.3.2.6 Verbalize that most of Earth's water is present as saltwater in the oceans, which cover most of Earth's surface.
- 5.3.2.7 Describe how liquid water evaporates, turning into water vapor in the air that can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- 5.3.2.8 Describe and class minerals according to their physical properties (color, hardness, luster, streak).
- 5.3.2.9 Relate rocks and minerals.
- 5.3.2.10 Describe how waves, wind, and water in its various states shape and reshape the Earth.
- 5.3.2.11 Explain how tornadoes, earthquakes, and volcanoes impact the Earth.
- 5.3.2.12 Explain that the amount of fresh water is limited and suggest practices for using fresh water wisely.
- 5.3.2.13 Identify the origin of the water used by local communities.
- 5.3.2.14 Identify resources as renewable or nonrenewable, and explain how these resources can be protected and conserved.

5.3.3 Weather & Seasons

The student will be able to ...

- 5.3.3.1 Explain the influence that the erosion has on the weather and the role that the water cycle plays in weather patterns.
- 5.3.3.2 Tell how water forms fog or clouds, rain, hail, sleet, or snow.
- 5.3.3.3 Articulate the causes and effects of different types of severe weather.
- 5.3.3.4 Knowing that weather forecasts depend on many variables, use weather maps and data to predict local weather.

SCIENCE PROCESSES AND APPROACHES

5.4 *Fifth grade students at Zion Lutheran School will understand concepts related to scientific processes and approaches.*

5.4.1 Scientific Methods

The student will be able to ...

- 5.4.1.1 Conduct an investigation based on a student-developed question and a simple procedure consisting of observation, question, hypothesis, data gathering, analysis, and conclusion.
- 5.4.1.2 Access scientifically accurate resources related to the topic, question, or problem being researched.
- 5.4.1.3 Identify facts and opinions in various resources.
- 5.4.1.4 Recognize the dependent and controlled variables in an investigation.
- 5.4.1.5 Generate directions so that others are able to follow them and repeat a procedure.
- 5.4.1.6 Record data using appropriate graphic representations (including charts, graphs, graphic organizers, and labeled diagrams).
- 5.4.1.7 Recognize whether data increases, decreased, or remains unchanged, and make conclusions based on the data.
- 5.4.1.8 Make inferences and formulate conclusions from scientific evidence.
- 5.4.1.9 Recognize when further information is needed to support a specific conclusion.
- 5.4.1.10 Acknowledge that when a scientific investigation is repeated, a similar result is expected.
- 5.4.1.11 Describe and explain the use of models in scientific inquiry.
- 5.4.1.12 Tell the importance of keeping accurate records of data when conducting science investigations.
- 5.4.1.13 Identify criteria for a well-designed investigation, including testing only one variable at a time; using a control; observing and measuring results; completing multiple trials; selecting appropriate materials and equipment; developing clear, logical directions; and following safe procedures.
- 5.4.1.14 Construct a classification system for a group of objects based on similarities and differences.
- 5.4.1.15 Identify repeated elements in sequences and symmetries in designs and structure.
- 5.4.1.16 Speak, write, or draw to illustrate a sequence.

5.4.2 Scientific Knowledge

The student will be able to ...

- 5.4.2.1 Design an object or system to address a specific problem or issue.
- 5.4.2.2 Evaluate the effectiveness of something they have designed and constructed.
- 5.4.2.3 Identify clear communication of methods, findings, and critical review as essential when employing science processes to solve a problem.
- 5.4.2.4 Explain the hazards of having more than one variable and of not keeping conditions the same when conducting an experiment.
- 5.4.2.5 Observe and explain the function of simple objects and systems.
- 5.4.2.6 Give two or more possible solutions to a problem, and then support a choice using scientific evidence.
- 5.4.2.7 Tell how solving one problem may lead to the creation of another problem.
- 5.4.2.8 Identify the potential dangers and hazards in an investigation.
- 5.4.2.9 Explain how conclusions and ideas change with the input of new information.
- 5.4.2.10 Tell why an experiment must be repeated by different people at different times or places and yield consistent results before the results can be accepted.

- 5.4.2.11 Explain how scientists use different kinds of ongoing investigations depending on the questions they are seeking to answer.
- 5.4.2.12 Apply learnings derived for a model to real objects, events, and situations.
- 5.4.2.13 Identify careers in science and explain what people must do to prepare for them.
- 5.4.2.14 Describe the variety of scientific and technological work that all people perform.

5.4.3 Using Technology and Scientific Instruments

The student will be able to ...

- 5.4.3.1 Tell how measurements are made using appropriate instruments, including rulers, balances, scales, thermometers, graduated cylinders, and stopwatches.
- 5.4.3.2 Describe, select, and tell how to use magnifying instruments, including hand lenses, microscopes, and telescopes.
- 5.4.3.3 Tell how technology has led to new careers in science, has influenced life, and has made work easier.

5TH GRADE TECHNOLOGY STANDARDS

Fifth grade students should be able to demonstrate the following computer skills in addition to previously mastered skills:

I. Computers in the Public

- A. Be able to give uses of a computer in different situations.
- B. Name occupations (minimum of ten) that utilize a computer.
- C. Exhibit correct computers ethics, morals, and standards.
- D. Explain unethical use of computers, including illegal copying of hardware and software, and in relation to individual's privacy rights.

II. Use of a computer

- A. Learn the use and set up of a memory stick including creating and using file folders.
- B. Be able to handle, carry, and show proper care of a laptop computer.
- C. Be able to access and use educational software.

III. Keyboard and Mouse Skill

- A. Be able to use two hands on the keyboard, use HOME ROW as a base and reach for keys with appropriate fingers.
- B. Use appropriate posture at the keyboard.
- C. Type simple sentences, phrases, and paragraphs from written material.
- D. Type an entire page of text with minimal errors.
- E. Type for improved accuracy and speed.

IV. Word Processing

- A. Create an original document.
- B. Save a word processing file.
- C. Move cursor around the screen as needed.
- D. Insert text.
- E. Delete words, characters, and text.
- F. Print a word processing file.
- G. Use commands to boldface, italicize, and underline text.
- H. Center headings.
- I. Use justification commands.
- J. Use spell check/grammar check program.
- K. Insert clipart or photo with proper formatting.

5TH GRADE VISUAL ARTS STANDARDS

ARTISTIC PERCEPTION

5.1 Fifth-grade students will develop the artistic perception that will enable them to respond to sensory information with the language and skills appropriate to the visual arts.

5.1.1 Developing vocabulary for perceptual skills and visual arts

The student will be able to...

5.1.1.1 Explain the characteristics of functional and nonfunctional, representational, abstract, and nonrepresentational works of art.

5.1.1.2 Describe and explain all the elements and principles of art, including color, shape or form, line, texture, space, and value, found in selected works of art and used to produce certain visual effects including dynamic tension, unity and harmony, textured surfaces, patterns, and designs.

5.1.1.3 Explain works of art with respect to theme, genre, style, idea, and differences in media.

5.1.1.4 Explain themes as derived from direct observation, personal experience, and traditional events.

5.1.1.5 Talk about how artists develop the same theme using different media and styles.

5.1.2 Analyzing elements of art and principles of design

The student will be able to...

5.1.2.1 Recognize organizing features in art, such as color, texture, form, line, space, value, emphasis, pattern, rhythm, balance, proportion, and unity.

5.1.2.2 Use knowledge of all the elements and principles of art to explain similarities and differences in works of art and in the environment.

5.1.2.3 Identify and explain multiple meanings in selected works of art.

5.1.2.4 Use observational and analysis skills to derive meaning from a selected work.

CREATIVE EXPRESSION

5.2 Fifth-grade students will express themselves creatively as they develop, perform, and participate in the visual arts.

5.2.1 Skills, processes, materials, and tools

The student will be able to...

5.2.1.1 Create the illusion of space using one-point perspective.

5.2.1.2 Demonstrate the ability to make gesture and contour observational drawings.

5.2.1.3 Demonstrate the ability to use problem-solving strategies to improve the creation of artwork.

5.2.2 Communicating through original works of art

The student will be able to...

- 5.2.2.1 Construct an original work of art to communicate values, opinions, or personal insights.
- 5.2.2.2 Explore various approaches to creating art by artist, style, or historical period.
- 5.2.2.3 Describe sources of ideas for artwork, such as personal experience, interest, nature, or common objects.
- 5.2.2.4 Demonstrate the ability to communicate ideas about feelings, self, family, school, and community using sensory knowledge and life experiences.
- 5.2.2.5 Generate an expressive abstract composition based on real objects.
- 5.2.2.6 Create a real or imaginary scene using perspective in an original work of art.
- 5.2.2.7 Use technology to explore imagery and create visual effects.
- 5.2.2.8 Explain personal artistic decisions.
- 5.2.2.9 Recognize relationships between design and everyday life.

HISTORICAL AND CULTURAL CONTEXT

5.3 Fifth-grade students will demonstrate an emerging understanding of the historical and cultural dimensions of the visual arts.

5.3.1 Role, function, and advancement of the visual arts

The student will be able to...

- 5.3.1.1 Explain how local and national art galleries and museums contribute to the conservation of art.
- 5.3.1.2 Tell about various fine, traditional, and folk arts from historical periods worldwide.
- 5.3.1.3 Explain how social, environmental, or political issues affect design choices in architecture, public art, and fashion.

5.3.2 Diversity among the visual arts

The student will be able to...

- 5.3.2.1 Differentiate among works of art from various regions of the country.
- 5.3.2.2 Observe changes over a period of time in the materials and styles of works of art from a major culture.
- 5.3.2.3 Differentiate among the artistic styles in artwork from various cultures.
- 5.3.2.4 Show the various ways materials are used by artists to create different styles, such as paint applied spontaneously in expressionism and more carefully in minimalism.
- 5.3.2.5 Tell about the lives, works, and impact of key artists in a selected period of our nation's history.

AESTHETIC VALUING

5.4 Fifth-grade students will grow in their ability to value aesthetically as they respond to, analyze, and make judgments about various works of art.

5.4.1 Deriving meaning from the visual arts

The student will be able to...

- 5.4.1.1 Explain how selected principles of design affect personal responses to and evaluation of a work of art.
- 5.4.1.2 Identify various purposes of a specific culture for creating art.

5.4.2 Forming judgments about the visual arts

The student will be able to...

- 5.4.2.1 Assess works of art created by yourself or by others using specific criteria developed individually and in groups.
- 5.4.2.2 Tell how personal experience can influence the selection of one work of art over another.
- 5.4.2.3 Evaluate original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

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MAKING APPLICATIONS

5.5 Fifth-grade students will make applications of the visual arts across subject areas, into various aspects of lifelong learning, and relative to professions and careers.

5.5.1 Connecting and applying the visual arts

The student will be able to...

- 5.5.1.1 Describe and provide examples of how visual art is used in musical, theatrical, or dance productions.
- 5.5.1.2 Demonstrate the use of technology to conduct information searches, research topics, and explore connections to visual art.
- 5.5.1.3 Show how artwork can be used to communicate and enhance understanding of concepts in other subject areas such as science, language arts, mathematics, and social studies.

5.5.2 Developing visual literacy

The student will be able to...

- 5.5.2.1 Recognize and design graphic devices such as icons, logos, and the like as symbols for ideas and information.
- 5.5.2.2 Describe the types of cultural objects artists create and their role in the everyday environment.

5.5.3 Exploring careers and career-related skills that apply the visual arts

The student will be able to...

- 5.5.3.1 Investigate and report on the work of various types of artists such as architects, designers, graphic artists, and animators and how their work affects our everyday environment.
- 5.5.3.2 Explain the use of art skills in a variety of jobs.