



# A Look at...

## Fifth Grade in California Public Schools

and the  
**Common Core State Standards**



CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION  
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# Fifth-Grade Curriculum



*What will my child learn in fifth grade?*

*I've been teaching second grade, and this year I've been reassigned to fifth grade. What does the fifth-grade curriculum look like?*

*I'm the principal of a small, private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?*

*In August 2010, the state adopted the Common Core State Standards for English language arts and mathematics. How will the new standards enhance fifth-grade curriculum?*

This chapter is organized by sections for each subject, describing what students should know and be able to do by the end of fifth grade. Each section includes a brief overview of what the student should have learned before entering fifth grade, followed by a description of the fifth-grade standards. Each subject concludes with a list of the fifth-grade standards for that content area. The English language arts and mathematics sections include the new Common Core State Standards (CCSS), with California additions.

For a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. The frameworks are posted on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



## Overview

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Students in grade five are at the beginning of an academic stage traditionally described as reading to learn—or, more broadly, as reading and learning for life. During the first years of this stage, they begin to acquire and apply a full and complex range of lifelong language and literacy skills, skills that enable them to read to learn throughout their education and future careers. Deeper analysis of literature and informational text is a focus of fifth-grade instruction, though reading fluently and accurately remains a goal for all students. Students’ understanding of the precise meanings of words, English language conventions, structural features of informational text and materials, and fundamental elements of literature all support greater comprehension of what they read, view, and hear.

**Deeper analysis of literature and informational text is a focus of fifth-grade instruction...**

Standards-based instruction is critical to developing students’ literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. In 2010, California adopted new standards in English language arts: the CCSS, with California additions. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CCSS, the standards in kindergarten through grade six are divided into strands: Reading, Writing, Speaking and Listening, and Language. The 1997 California English language arts standards are organized around domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. The CCSS often extend or enhance the content of the 1997 California English language arts standards. For example, the CCSS focus more on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative discussions about grade-level texts and topics.

This section provides an overview of the new CCSS for fifth-grade English language arts. It includes a review of the important English language arts skills and concepts from fourth grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners. A complete list of the grade-five CCSS for English language arts can be found at the end of this section. A complete list of the fifth-grade 1997 California English language arts standards is located on the CDE Content Standards page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

## What Fifth-Grade Students Should Know

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In fourth grade, students read a wide range of literature in different genres and from different cultures and times. They studied the structural elements of poems, prose, and dramas and learned to summarize text in a concise manner. They analyzed informational text by considering its overall structure and organization, the differences between first- and secondhand accounts, and the author’s use of evidence to support points in the text. Students acquired grade-level academic language and domain-specific vocabulary to support their reading and listening comprehension, writing, and speaking. They practiced a range of strategies for acquiring vocabulary independently.

Fourth-grade students also wrote detailed informational/explanatory texts with headings, illustrations, definitions, and quotations, as well as narratives in which they developed real or imagined experiences or events. They used technology to find information, interact and collaborate with others, and produce and publish writing. Students participated in collaborative discussions on fourth-grade topics and texts, paraphrased information presented in diverse media and formats, and delivered formal narrative presentations. They learned the conventions of standard English grammar and usage, capitalization, punctuation, and spelling to support their writing and speaking (e.g., using punctuation for effect, choosing words and phrases to convey ideas precisely).

## What Students Learn in Fifth Grade

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Fifth-grade students read a wide range of materials, including literature from different times and cultures and informational text on grade-level topics in all subject areas. They practice the foundational reading skills learned in previous grades to read accurately and fluently, but the emphasis in fifth grade is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their text-analysis skills deepen, students are able to determine the main themes or points of text, understand how the author's evidence and reasons support the theme or argument of the text, and draw inferences or conclusions supported by details from the text.

They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

In their writing, students learn to group related information logically; use words, phrases, and clauses to link opinions to reasons and to connect ideas to related ideas; and use narrative techniques, such as dialogue, description, and pacing, to develop the story line or characters. They revise, edit, and rewrite their compositions and learn to try new approaches to improve their writing. Students conduct research projects that provide them with practice in gathering information, using print and digital sources, and summarizing information in notes.

Students engage effectively in collaborative discussions on fifth-grade topics and texts, identify and analyze logical fallacies in speakers' presentations or from media sources, and learn to deliver speeches in which they state an opinion and support it with a logical sequence of evidence. They also learn to use gestures and expressions to convey meaning when they recite a section of a speech or poem or read from a historical or scientific document. To support their writing and speaking, they learn the conventions of standard English grammar and usage, capitalization, spelling, and punctuation, such as commas and quotations to set off dialogue and correctly indicating titles of different kinds of documents and sources. Students learn to use print and digital reference materials to determine the correct pronunciation and meaning of words and to identify alternate word choices in all fifth-grade content areas.

### Reading

The following section is organized according to three major areas: reading standards for literature, for informational text, and in foundational skills.

#### Reading Standards for Literature

Students in fifth grade read and analyze a variety of historically and culturally significant works of literature, including stories, drama, and poetry. In both the 1997 California English language arts standards and



the CCSS, students analyze the structures and elements of literary works in order to comprehend the texts. They learn to recognize the theme of stories, dramas, and poetry, even when it is implied instead of directly stated. Students summarize texts, compare and contrast the actions and motives of two or more characters, and draw inferences from texts. They understand figurative language in context, including metaphors and similes, and its function as a literary device.

The 1997 California English language arts standards include a focus on literary criticism. Students read literature from different eras and cultures and evaluate the meaning of archetypal patterns and symbols found in myths and traditional literature. In addition, students evaluate techniques (e.g., appeal of characters, logic and credibility of plots and settings, use of figurative language) that an author uses to influence readers' perspectives.

There are similar standards in the CCSS. For example, students describe how a narrator's or speaker's point of view influences how events in the narrative are described. They also compare and contrast approaches to similar themes and topics in stories of the same genre. Unique to the CCSS is a standard that focuses attention on visual and multimedia elements of literature in different media, including technology-based presentations. Students analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of texts, including graphic novels and multimedia presentations of fiction, folktales, myths, and poems.

### **Reading Standards for Informational Text**

At this stage of reading to learn, students read more informational text in English language arts and other grade-level subject areas than in earlier grades. As students face increased reading demands in all fifth-grade subject areas, improved comprehension becomes critical to their academic success. The 1997 California English language arts standards focus more on informational text at this grade level than in previous grade levels and are therefore more similar to the CCSS.

In both the 1997 California English language arts standards and the CCSS, students use their knowledge of text structure, organization, and purpose to comprehend the essential ideas, arguments, and perspectives of informational text. They learn to discern the main ideas and concepts of a text and to identify and explain the reasons and evidence presented to support the main idea or argument. Students learn to gather information from multiple sources, including maps, charts, and illustrations, and understand how text features (e.g., formatting, sequence) make information more accessible. They use text features to find information quickly or answer questions about a topic. They are able to draw inferences and conclusions from text and to support them with explicit evidence from the text.

The CCSS emphasize additional analysis skills that call for students to think critically and ask students to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. As they analyze the points of view presented in multiple accounts of the same event or topic, they learn to recognize important similarities and differences. Students learn to integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably. To support their comprehension of texts on fifth-grade topics in all subject areas, students learn the meaning of general academic and domain-specific words and phrases.

### **Reading Standards in Foundational Skills**

In fifth grade, students continue to build on the foundational skills that enable them read and comprehend complex narrative and expository text. Both the 1997 California English language arts standards and the CCSS call for students to decode words fluently and accurately. Students in fifth grade decode words by using their knowledge of all letter-sound correspondences, syllabication patterns, affixes, and root words.

Fluency expectations increase as students read grade-level narratives, prose, poetry, and informational text with accuracy, appropriate pacing, and expression. The CCSS expand on these expectations by also calling for students to read with purpose and understanding and to use context to confirm or self-correct word recognition and understanding.

After fifth grade, the CCSS no longer include standards in the foundational skills of reading. As students advance through the grades, they will apply the foundational reading skills they mastered in preceding grades, allowing them to read with fluency and accuracy to fully comprehend grade-level literature and informational text.

## Writing



Students in grade five write with an awareness of their audience and purpose. Their writing demonstrates a command of the conventions of the English language, an understanding of the structures and organization of text, and experience with the stages of the writing process (e.g., prewriting, drafting, revising, editing). They use resources to gather information to support their main idea and use technology to create documents. Students learn to use transitional words or phrases to link paragraphs and ideas, making clear their line of thought.

Both the 1997 California English language arts standards and the CCSS call for students in fifth grade to write multiparagraph texts with a central idea or theme, relevant supporting details, and a conclusion. The types of writing that students produce vary under each set of standards. Students write responses to literature, persuasive letters or compositions, research reports, and narratives under the 1997 California English language arts standards. The persuasive compositions are similar to the opinion pieces students write under the CCSS, and the research reports are similar to the informative/explanatory text. Students write narratives under both sets of standards.

The two sets of standards have different expectations for the quality of students' writing, with the CCSS setting more detailed and challenging criteria for students' writing. Under the CCSS, students write routinely in both extended and short time frames for a range of discipline-specific tasks, purposes, and audiences. They learn to organize their opinion pieces so that ideas are logically grouped to support their opinion; link opinions to reasons with words (e.g., *consequently*, *specifically*), phrases, and clauses; and provide a concluding statement or section related to the opinion stated. The CCSS call for students to include formatting (e.g., headings), illustrations, and multimedia in their informative/explanatory texts to aid comprehension and to use precise language and domain-specific vocabulary to inform the reader about the topic. In their narrative writing, students learn how to orient the reader by establishing the situation and introducing a narrator or characters. They also learn how to organize an event sequence that unfolds naturally. Additionally, they use dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Technology, including the Internet, plays a larger role in the CCSS with students using it to produce and publish writing and to interact and collaborate with others. In grade five, students demonstrate a sufficient command of keyboarding skills to type at least two pages in a single sitting. Students also learn to how to obtain information from digital and print sources, summarize or paraphrase information in notes and their finished texts, and provide a list of their sources.

## Speaking and Listening

Students in fifth grade listen critically to speakers and media presentations, summarize what they have heard, deliver presentations, and ask questions to gain additional information. In their oral presentations, they use the structures found in the literature and informational text they read and in their own writing (e.g., a central idea or theme supported by facts, descriptive details, or observations). Students apply the same conventions of standard English when speaking that they use in their writing.

Both the 1997 California English language arts standards and the CCSS focus on students' listening and comprehension skills and their formal oral-presentation skills. Students identify and analyze logical fallacies in a speaker's presentation or from a media source. They deliver informative reports in which they sequence ideas logically, use appropriate facts and relevant details to support the main idea, and speak clearly. Students also deliver opinion speeches in which they provide evidence and examples to support their point of view. They learn to use expression and gestures to engage the audience and for effect when they recite a poem or a portion of a speech.

There are notable differences between the 1997 California English language arts standards and the CCSS. The 1997 California English language arts standards focus on analyzing oral presentations and media communications. For example, the 1997 California English language arts standards ask students to interpret a speaker's verbal and nonverbal messages, purposes, and perspectives and make inferences based on the speaker's presentation. They also identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, generalizations). Students analyze media sources and their influence on information, entertainment, persuasion, and as a means of transmitting culture.

The CCSS emphasize collaborative discussions during which students discuss fifth-grade topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led). In these discussions, students build on others' ideas, clearly express their own ideas, follow agreed-upon rules, and carry out their assigned roles. To engage effectively in collaborative discussions, students are expected to prepare by reading or studying material that will be discussed or is related to the topic. They make comments that contribute to the discussion and elaborate on the remarks of others, review the key ideas expressed during the discussion, and draw conclusions based on what they have learned.

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Multimedia components, as sources of information and complements to oral presentations, are another focus of the CCSS. Students in fifth grade learn to summarize information presented in diverse media and formats, including visual, quantitative, and oral. They also summarize the points made by a speaker or media source and explain how the claims are supported by reasons and evidence. When media enhance the development of their main ideas or themes, they incorporate multimedia components (e.g., graphics, sound) and visual displays (e.g., maps, charts) in their oral presentations. Students learn to adapt their speech to a variety of contexts and tasks and are able to use formal English when it is appropriate to do so.

## Language

In fifth grade, students learn new rules for grammar and usage, capitalization, punctuation, and spelling. The specific rules or conventions they learn vary between the 1997 California English language arts standards and the CCSS. Students use their knowledge of language and its conventions when writing, speaking, listening, and reading.

There are more standards for English language conventions in the CCSS than in the 1997 California English language arts standards, and they cover a broader range of conventions in grammar and usage, capitalization, punctuation, and spelling. For example, under the 1997 California English language arts standards for fifth grade, students use conjunctions to connect ideas. Under the fifth-grade CCSS, they explain the function of conjunctions, as well as prepositions and interjections, in general and in particular sentences. The 1997 California English language arts standards call for students to identify and correctly use verbs that are often misused (e.g., *lie/lay*, *rise/raise*), while the CCSS call for students to use verb tense to convey the various times, sequences, states, and conditions.

The fifth-grade CCSS emphasize verb tenses. Students learn to use perfect-tense verbs (e.g., *I had walked*; *I have walked*) and to recognize and correct inappropriate shifts in verb tenses. Comma use is another focus of the CCSS in fifth grade. Students learn to punctuate items in a series and use a comma to separate an introductory element from the rest of the sentence. They also learn to use a comma to set off the words “yes” and “no” (e.g., *Yes, thank you*); to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*); and to indicate direct address (e.g., *Is that you, Linda?*).

In the 1997 California English language arts standards, vocabulary development standards are found in the Reading strand. In the CCSS, standards for vocabulary acquisition and use are found in the Language strand. Both the 1997 California English language arts standards and the CCSS cover a range of strategies for vocabulary acquisition, though independent reading is the primary means by which students increase their vocabulary. Under both sets of standards, students use their knowledge of the relationships between synonyms, antonyms, and homonyms to understand each of the related words. These strategies are taught more explicitly under the CCSS, which have a greater focus on relationships between words than the 1997 California English language arts standards. Students understand and can explain figurative language, including similes and metaphors, in context. They use Greek and Latin affixes and roots to understand the meaning of complex words (e.g., *controversial*, *photosynthesis*).

In addition, the CCSS emphasize students’ use of both print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to pronounce words, clarify the precise meaning of key words, and to identify alternate word choices in all fifth-grade subject areas. In a related standard, the CCSS call for students to acquire and use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *although*, *similarly*, *in addition*). Students also learn and can explain the meaning of common idioms, adages, and proverbs.



## **Extra Support for Struggling Readers**

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By the end of fifth grade, students are expected to be fluent, independent readers, reading with accuracy that supports their comprehension of literature and informational text. Students who are not proficient in word-analysis skills are likely to experience academic difficulties. Early screening and intervention address specific weaknesses in a timely manner. Struggling readers—any students experiencing difficulty learning to read, which may include those who use nonstandard English, English learners, and students with disabilities—need additional support to participate in daily lessons with their peers and to ensure they become proficient in fifth-grade reading skills. Instructional support for students should include:

- flexible groupings for differentiated instruction;

- opportunities to preteach key skills, strategies, and concepts;
- intensive explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students;
- preteaching and reteaching of Greek and Latin affixes and roots;
- scaffolded instruction in the fundamental elements of plot, including conflict and resolution;
- ample opportunities to practice delivery of oral presentations;
- direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
- vocabulary instruction embedded in context, including academic language;
- building of background knowledge;
- reinforcement and extension of the regular classroom program.

For those students whose reading achievement is two or more years below grade level, placement in an Intensive Intervention Program in Reading/Language Arts should be considered. These intensive, stand-alone, accelerated programs are specifically designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* [California Department of Education 2007b] and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at <http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>.)

## Support for English Learners

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English-language development (ELD) is a critical component of the language arts program for English learners and comes with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners should be planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language have an advantage: They can concentrate on learning English rather than on receiving initial instruction in reading and writing.

Students in fifth grade continue to transition from learning to read to reading to learn subject-matter content, which calls for students to use and understand more sophisticated content-specific vocabulary and language structures. English learners should receive intensive instruction in vocabulary development and academic language to succeed in language arts and other subjects at their grade level. English learners benefit from instructional strategies such as preteaching of concepts, vocabulary, and the grammatical features of key vocabulary and by having multiple opportunities to use newly acquired vocabulary in their reading, speaking, and writing assignments. They also benefit from explicit writing instruction on how to write narrative compositions focusing on the use of

**English learners benefit from instructional strategies such as preteaching of concepts, vocabulary, and the grammatical features of key vocabulary...**

plot elements. Students practice and learn how to switch from past and present tenses while developing narrative essays. Because English learners are still developing proficiency in English, they benefit from teacher feedback on their writing and on their grammar, usage, and so forth. English learners may need additional time and practice in writing such compositions to further their writing abilities.

English learners develop oral and written language through formal linguistic instruction. They learn common phrases, idiomatic expressions, and language patterns, as well as phonological, morphological, syntactical, and semantic structures of English. As students learn the rules of English grammar and functions of verb tenses, prepositions, conjunctions, and interjections, they practice them both in speaking and writing and receive corrective teacher feedback. (For a more extensive list of the conventions of grammar, refer to the “Transition to the Common Core State Standards with California Additions: Planning ELD Instruction” chart that follows.)

For those students whose academic achievement is two or more years below grade level, placement in an Intensive Intervention Program for English Learners should be considered. These intensive, stand-alone, accelerated programs are specifically designed for English learners in grades four through eight whose academic achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs for English Learners, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* [California Department of Education 2007b] and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at <http://www.cde.ca.gov/ci/rl/im/rlaadoptionlist.asp>.)

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>. The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (2010b), that provides the most comprehensive and up-to-date strategies to serve English learners. Guidelines for using ELD and SDAIE strategies are provided, as well as recommended instructional practices. Information on the publication is available through the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS for English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

<b>Transition to the Common Core State Standards with California Additions Planning ELD Instruction: Grade Five</b>	
<b>Reading Standards for Literature</b>	<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b><u>(See grade 5 Language standards 4–6 for additional expectations.)</u></b></p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>

	<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>
<p><b>Reading Standards for Informational Text</b></p>	<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>
<p><b>Reading Standards: Foundational Skills</b></p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally and with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

<p><b>Writing Standards</b></p>	<ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> </li>   <li>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> </li>   <li>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences and events.</li> </ol> </li> </ol>
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	<ol style="list-style-type: none"> <li>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</li> <li>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</li> <li>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ol> </li> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ol>
<p><b>Speaking and Listening Standards</b></p>	<ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Summarize the points a speaker <b><u>or media source</u></b> makes and explain how each claim is supported by reasons and evidence, <b><u>and identify and analyze any logical fallacies.</u></b></li> <li>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.       <ol style="list-style-type: none"> <li>a. <b><u>Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</u></b></li> <li>b. <b><u>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u></b></li> </ol> </li> <li>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> </ol>
<p><b>Language Standards</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.       <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.       <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> </ol> </li> </ol>

- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
    - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
    - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas**.
  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - a. Interpret figurative language, including similes and metaphors, in context.
    - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
  6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

*Note:* California additions are in bold typeface and underlined.

## The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 15, 2010. Content that is unique to California and was added by California to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at

[http://www.scoe.net/castandards/agenda/2010/ela\\_ccs\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf) (Outside Source). These grade-five CCSS for English language arts were adopted by the California State Board of Education on August 2, 2010. The CCSS College and Career Readiness (CCR) Anchor Standards (Appendix A) define the literacy expectations for students entering college and careers and provide the foundation for the K–12 English language arts standards. Although the CCR Anchor Standards were not part of the State Board action in August, they are essential to understanding the structure and cohesive nature of the CCSS.

A complete list of the grade-five 1997 California English language arts content standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

<b>Common Core State Standards with California Additions English Language Arts: Grade Five</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Craft and Structure</b>	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ( <b><u>See grade 5 Language standards 4–6 for additional expectations.</u></b> )
5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Describe how a narrator’s or speaker’s point of view influences how events are described.
<b>Integration of Knowledge and Ideas</b>	
7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text

	(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8.	(Not applicable to literature)
9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Range of Reading and Level of Text Complexity</b>	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>Key Ideas and Details</b>	
1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>Craft and Structure</b>	
4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ( <b><u>See grade 5 Language standards 4–6 for additional expectations.</u></b> )
5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Integration of Knowledge and Ideas</b>	
7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**Phonics and Word Recognition**

3.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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**Fluency**

4.	Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**Text Types and Purposes**

1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  d. Provide a concluding statement or section related to the opinion presented.
2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

	<ul style="list-style-type: none"> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Production and Distribution of Writing</b>	
4.	Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<b>Research to Build and Present Knowledge</b>	
7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
<b>Range of Writing</b>	
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Comprehension and Collaboration</b>	
1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.	Summarize the points a speaker <b><u>or media source</u></b> makes and explain how each claim is supported by reasons and evidence, <b><u>and identify and analyze any logical fallacies.</u></b>
<b>Presentation of Knowledge and Ideas</b>	



4.	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b><u>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</u></b></p> <p><b><u>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u></b></p>
5.	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
6.	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>
<p><b>Conventions of Standard English</b></p>	
1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>
2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>

\* The following skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the chart “Language Progressive Skills, by Grade” on page 47 in the CCSS.

	<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
<b>Knowledge of Language</b>	
3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
<b>Vocabulary Acquisition and Use</b>	
4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <b><u>and to identify alternate word choices in all content areas.</u></b></p>
5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
6.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>



## Overview

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Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundations built in the early grades.



In August 2010, California adopted new standards in mathematics: the Common Core State Standards (CCSS), with California additions. The CCSS comprise standards developed by the state-led CCSS Initiative and material taken from the 1997 California mathematics standards. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California mathematics standards, but there are also a few noteworthy differences. For instance, the CCSS are organized by “domains” that add grade-level focus and vary slightly by grade. The domains for fifth grade are Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. Also, the CCSS do not include “key standards” as in the 1997 California mathematics standards. Instead, the CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years. To ensure that students have adequate time to achieve mastery, some of the 1997 California mathematics standards familiar to California’s fifth-grade teachers will be taught in different grades after the CCSS are fully implemented.

This section provides an overview of the new CCSS for fifth-grade mathematics, including some highlights of how the fifth-grade curriculum, based on the 1997 California mathematics standards, changes with the implementation of the new CCSS. It includes a review of the important mathematical concepts and skills from fourth grade (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners. A complete list of the fifth-grade CCSS for mathematics can be found at the end of this section. A complete list of the fifth-grade 1997 California mathematics standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

## What Fifth-Grade Students Should Know

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Students entering fifth grade who have met the fourth-grade CCSS for mathematics are able to apply the four operations (addition, subtraction, multiplication, and division) with whole numbers to solve multistep word problems, including problems in which remainders must be interpreted. They have learned to fluently add and subtract multi-digit numbers and can also round multi-digit numbers. Students can multiply multi-digit numbers by two-digit numbers and divide four-digit dividends and one-digit divisors to find whole-number quotients and remainders.

While in fourth grade, students developed an understanding of equivalence and ordering of fractions. They compared two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing to benchmark fractions such as  $\frac{1}{2}$ . Students decomposed a fraction into a sum of fractions with the same denominator. They solved word problems involving addition and subtraction of fractions with like denominators and multiplication of a fraction by a whole number. Students used decimal notation for fractions with denominators of 10 or 100 (e.g., rewrite 0.62 as  $\frac{62}{100}$ ). They also compared two decimals to hundredths by reasoning about their size and recorded the results of the comparisons with the symbols  $>$ ,  $=$ , or  $<$ .

Students entering fifth grade can use the four operations to solve word problems involving measurement and conversion of measurements from a larger unit to a smaller unit within one system (e.g., metric or English units). They understand area and perimeter of rectangles and apply the formulas in real-world problems. Students have developed an understanding of the concept of lines and angles. They can measure angles in whole-number degrees and solve addition and subtraction problems to find unknown angles on a diagram. They can draw and identify points, lines (including parallel and perpendicular lines), and angles in two-dimensional figures. In addition, students can classify two-dimensional figures, including special triangles and quadrilaterals, based on the presence or absence of parallel or perpendicular lines or of angles of a specified size. Students understand the concept of symmetry for two-dimensional figures.

## What Students Learn in Fifth Grade

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Students in fifth grade apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators. They develop an understanding of the multiplication of fractions and, in limited cases, the division of fractions. Students develop fluency in multiplying and dividing decimals to hundredths and finalize fluency using the four operations with whole numbers. They find the volume of right rectangular prisms and classify two-dimensional figures into categories based on their properties. Students graph points on a coordinate plane to solve real-world problems and interpret the coordinate value of points in the context of the situation.

### Operations and Algebraic Thinking

In fifth grade, students write and interpret numerical expression. The CCSS call for students to write and evaluate simple numerical expressions, including those that contain parentheses, brackets, or braces. The 1997 California mathematics standards introduce at fourth grade the use of parentheses to indicate the order of operations. Both the 1997 California mathematics standards and the CCSS develop the concept of prime factorization as students express a whole number in the range 2–50 as a product of its prime factors. Students also form ordered pairs from numerical patterns generated from given rules, and they graph the ordered pairs on a coordinate plane.

**The CCSS call for students to write and evaluate simple numerical expressions, including those that contain parentheses, brackets, or braces.**

With full implementation of the CCSS, the evaluation of numerical expressions involving whole-number exponents or those in which letters stand for numbers will be introduced in sixth grade; both are fifth-grade topics in the 1997 California mathematics standards. The use of the distributive property in expressions with variables—a fifth-grade topic in the 1997 California mathematics standards—will be introduced in sixth grade.

## Number and Operations in Base Ten

In fifth grade, students achieve fluency with multi-digit addition, subtraction, multiplication, and division of positive whole numbers. Students find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Students develop an understanding of operations with decimals as they add, subtract, multiply, and divide decimals to hundredths. In both the 1997 California mathematics standards and the CCSS, students use their understanding of place value to read, write, and compare decimals to thousandths and round decimals to any place. Fifth-grade students expand their understanding of place value as they explain the effect of multiplying or dividing by powers of 10 on decimal position and the number of zeros in a product. They also use whole-number exponents to denote powers of 10.

With full implementation of the CCSS, operations with negative integers—a fifth-grade topic in the 1997 California mathematics standards—will be introduced in sixth grade.

## Number and Operations—Fractions



Both the 1997 California mathematics standards and the CCSS further the development of critical skills required for understanding and working with fractions. Students extend previous understanding of equivalent fractions to add and subtract fractions with unlike denominators, including mixed numbers. They solve word problems involving addition and subtraction of fractions with unlike denominators by using visual fraction models or equations to represent the problem. They also mentally estimate and assess the reasonableness of their answers. (For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .)

In fifth grade, students apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students multiply a fraction or whole number by a fraction. They find the area of a rectangle with fractional side lengths by tiling it with unit squares and multiplying the side lengths to demonstrate procedural equivalence. Fifth-graders interpret multiplication as scaling (resizing) by explaining the results of multiplying given numbers by fractions greater than 1 (a product greater than the given number) and less than 1 (a product smaller than the given number). They solve real-world problems involving multiplication of fractions and mixed numbers.

Students interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ), a fourth-grade topic in the 1997 California mathematics standards. They use visual fraction models or equations to solve word problems involving division of whole numbers leading to answers in the form of fractions, mixed numbers, or decimal fractions. Students divide unit fractions by nonzero whole numbers and whole numbers by unit fractions. They use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$  and  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ . Division of a fraction by a fraction, a fifth-grade topic in the 1997 California mathematics standards, is a sixth-grade topic in the CCSS.

With full implementation of the CCSS, problems involving percent and negative numbers on a number line are addressed in sixth grade; both are fifth-grade topics in the 1997 California mathematics standards.

## Measurement and Data

In both the 1997 California mathematics standards and the CCSS, students convert among different-sized standard measurement units within a given measurement system and use these conversions to solve problems.

They represent data in graphs and interpret the meaning of the data to solve problems involving information presented in the graph.

Fifth-grade students understand the concept of volume and relate volume to multiplication and addition to solve real-world and mathematical problems. They find the volume of right rectangular prisms using unit cubes and relate the method to multiplying the height by the area of the base to show procedural equivalence. Students use the understanding of volume to apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms with whole-number edge lengths.

With full implementation of the CCSS, the concepts of mean and median to summarize data sets are introduced in sixth grade.

## Geometry

Students extend their understanding of two-dimensional figures as they classify them in a hierarchy based on properties. They distinguish among rectangles, parallelograms, and trapezoids and derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). Students know that the sum of the angles of any triangle is  $180^\circ$  and the sum of the angles of any quadrilateral is  $360^\circ$  and use this information to solve problems.

**Students know that the sum of the angles of any triangle is  $180^\circ$  and the sum of the angles of any quadrilateral is  $360^\circ$  and use this information to solve problems.**

Fifth-grade students graph points in the first quadrant of the coordinate plane to solve problems. With full implementation of the CCSS, the concept of graphing points on a coordinate plane is introduced at fifth grade; this was a fourth-grade topic in the 1997 California mathematics standards. In addition, although both the 1997 California mathematics standards and the CCSS address graphing points in the first quadrant of the coordinate plane to represent real-world problems in fifth grade, writing equations representing real-world problems and graphing in all four quadrants are introduced at sixth grade in the CCSS. The construction of three-dimensional figures from two-dimensional patterns to compute the surface area of figures is also addressed in sixth grade in the CCSS.

## Support for English Learners

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Students need to develop knowledge of mathematics as a language. However, the academic language of mathematics instruction and the specialized vocabulary of mathematics may pose particular challenges for English learners.

The language of mathematics is precise compared with the English used in common discourse. English learners need opportunities to develop their knowledge of the features of language that are used to teach mathematics, such as *semantics* (how to translate the words of a problem into a symbolic representation), *syntax* (the order of words and phrases), and *mathematical discourse* (writing or talking about mathematical terms, concepts, and so on). The specialized vocabulary of mathematics should be explicitly taught and reinforced throughout the year.

The following points address areas that may pose special challenges for English learners in the early grades:

- At an early stage, students may have difficulty with English words such as *first*, *second*, *last*, *before*, *every*, *each*, *more*, and *equal*. Students may be unfamiliar with *sum*, *difference*, *solve*, *length*, and *value*.

- The different meanings of multiple-meaning words should be explicitly taught. These words may have a meaning in common discourse that is different from the meaning in mathematics—such as *table* or *face* (as in the *face* of a clock).
- The place value of some numbers between 10 and 20 is not obvious from their names (e.g., the number 16 is called *sixteen* in English, but “ten plus six” in other languages).
- The narrative descriptions of a word problem may require language skills that students have not yet mastered, particularly when the language of a word problem is ambiguous or includes idioms (e.g., *a dime a dozen*), comparatives (*greater than*, *less than*, *most often*, *least often*), or position words (*behind*, *below*, *in front of*, *to the right* or *left of*).
- Students may have learned different symbols and procedures that may result in the same answer. In some countries, students are expected to do most steps mentally instead of writing out each step.

Instruction in mathematics, along with critical-thinking skills, should be promoted despite low literacy or limited proficiency in the English language. Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>.

## Use of Calculators

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Although not discussed in the CCSS, the use of calculators plays a special role in mathematics teaching and learning. Initially, it is important that students in the early grades develop a facility with basic arithmetic skills without reliance on calculators. At later grades, once students are ready to use calculators to their advantage, calculators can provide a very useful tool not only for solving problems in various contexts but also for broadening students’ mathematical horizons.

## The Standards

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The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 18, 2010. Content that is unique to California and was added to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at [http://www.scoe.net/castandards/agenda/2010/math\\_ccs\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf) (Outside Source). These grade-five CCSS for mathematics were adopted by the California State Board of Education on August 2, 2010.

A complete list of the grade-five 1997 California mathematics standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

**Common Core State Standards  
with California Additions  
Mathematics: Grade Five**

**Operations and Algebraic Thinking (5.OA)**

**Write and interpret numerical expressions.**

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|----|--|
| 1. | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  |
| 2. | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18,932 + 921)</math> is three times as large as <math>18,932 + 921</math>, without having to calculate the indicated sum or product.</i> |

**2.1** **Express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as  $2 \times 2 \times 2 \times 3$ .**

**Analyze patterns and relationships.**

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| 3. | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> |
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**Number and Operations in Base Ten (5.NBT)**

**Understand the place value system.**

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|----|--|
| 1. | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.   |
| 2. | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  |
| 3. | Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> <li>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</li> <li>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul> |



4.	Use place value understanding to round decimals to any place.
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	
5.	Fluently multiply multi-digit whole numbers using the standard algorithm.
6.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7.	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
<b>Use equivalent fractions as a strategy to add and subtract fractions.</b>	
1.	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i>
2.	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i>
<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>	
3.	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions, mixed numbers, <b>or decimal fractions</b> , e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>
4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. <ul style="list-style-type: none"> <li>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></li> </ul>

	<p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>
5.	<p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p>
6.	<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
7.	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p>
<b>Convert like measurement units within a given measurement system.</b>	
1.	<p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world</p>

<sup>1</sup> Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

	problems.
<b>Represent and interpret data.</b>	
2.	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>	
3.	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> <li>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</li> <li>b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ul>
4.	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <ul style="list-style-type: none"> <li>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</li> <li>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</li> <li>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</li> </ul>
<b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	
1.	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the

	names of the two axes and the coordinates correspond (e.g., $x$ -axis and $x$ -coordinate, $y$ -axis and $y$ -coordinate).
2.	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
<b>Classify two-dimensional figures into categories based on their properties.</b>	
3.	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>
<b>3.1</b>	<b><u>Distinguish among rectangles, parallelograms, and trapezoids.</u></b>
4.	Classify two-dimensional figures in a hierarchy based on properties.
<b>5.</b>	<b><u>Know that the sum of the angles of any triangle is <math>180^\circ</math> and the sum of the angles of any quadrilateral is <math>360^\circ</math> and use this information to solve problems. (CA-Standard MG 2.2)</u></b>
<b>6.</b>	<b><u>Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e. two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). (CA-Standard MG 1.1)</u></b>
<p><b>Standards for Mathematical Practice</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>The CCSS for Mathematical Practice describe ways in which students of mathematics ought to engage with the subject matter as they grow in mathematical maturity and expertise. For a complete description of the eight Standards for Mathematical Practice, see Appendix B.</p>	

## CCSS Domains

The CCSS are organized by domains. The table lists all of the domains that apply to kindergarten through grade eight, and it identifies which domains are addressed in kindergarten through grade six. The shaded row indicates a domain to be covered at later grades.

Domains	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Counting and Cardinality (CC)	<b>X</b>						
Operations and Algebraic Thinking (OA)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Number and Operations in Base Ten (NBT)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Measurement and Data (MD)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Geometry (G)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Number and Operations – Fractions (NF)				<b>X</b>	<b>X</b>	<b>X</b>	
Ratios and Proportional Relationships (RP)							<b>X</b>
The Number System (NS)							<b>X</b>
Expressions and Equations (EE)							<b>X</b>
Statistics and Probability (SP)							<b>X</b>
Functions (F)							



## Overview

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The course for grade five presents the story of the development of the United States, emphasizing the period up to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society that would realize the promises of the Declaration of Independence.

Wherever possible, events should be viewed through the eyes of historical groups such as explorers, American Indians, colonists, free blacks and slaves, women, children, and pioneers. The narrative for the year reflects the experiences of different races, religions, ethnicities, and both genders. Students also continue to develop the civic and economic skills they will need as citizens. Students examine the human and physical geography of the United States by studying present-day maps of the United States and identifying connections with thematic maps of the ethnic, linguistic, and religious settlements that developed in the new nation.

Teachers are also encouraged to build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary and comprehension skills.

The Historical and Social Sciences Analysis Skills for kindergarten through grade five are an integral part of the content standards for elementary school. As students learn the content outlined in the standards, they should also be practicing the skills described under the headings “Chronological and Spatial Thinking,” “Research, Evidence, and Point of View,” and “Historical Interpretation.” All of the standards for fifth-grade history–social science, including the analysis skills, are provided in full at the end of this section.

## What Fifth-Grade Students Should Know

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Students leave the fourth grade having studied the history of California in depth. They have learned about the pre-Columbian societies, the impact of Spanish and American settlement, and the changes that followed California’s absorption into the United States. They have continued to extend their geographic and environmental awareness, including understanding the various ways that the physical environment affects human activity, and vice versa. By the time they complete their fourth-grade studies, students should have a sound foundation in the historical and social sciences analysis skills needed for the broader narratives of early American history that are the focus of the fifth grade. In the fourth grade, students also examined the responsibilities of local, state, and federal government, which will provide a basis for their study of the origins of the United States Constitution.

# What Students Learn in Fifth Grade

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## The Land and People before Columbus

In this unit, students examine major pre-Columbian settlements. The North American Indians were diverse in their language, culture, social and political organization, and religious traditions. They adjusted to their natural environment. Pre-Columbian people subsisted through farming, gathering, fishing, and hunting, on diets of grain crops, local vegetation (roots, plants, seeds), fish and other seafood, and small and large game. They also built distinct housing structures that suited their stationary or nomadic lifestyles and accommodated the distinct geography and climate of their environments.

The inhabitants of North America organized varied economies and systems of government. Groups such as the Iroquois, Huron, Cherokee, Navajo, Creek, Hopi, Algonquin, and Lakota (Sioux) established pueblo/city states, tribelets, native bands, confederacies, and nations. Communal councils led by chiefs or elders formed the basis of local governance in many villages or settlements; some included women advisers. Traditional commerce involved exchanging and bartering commodities of regional significance and abundance, including salt, shells, beads, timber, agricultural products, abalone, fish, flint, and fur. Students can consider the importance of trading networks as a means of disseminating goods, and the value of information such as technology, agricultural practices, and religious beliefs (for example, animism).

Students learn how American Indians expressed their culture in art, music, and dance. By examining the role and influence of women in American Indian communities, they also gain a fuller understanding of how gender roles and family life varied among tribes. Students are introduced to the rich legends and literature of American Indian cultures and their spiritual traditions about people's relationship to the earth.

## Age of Exploration

In this unit, students concentrate on the expeditions of the early explorers and learn about the explorers' European origins, motives, and journeys and the enduring historical significance of their voyages to the Americas. Several important factors contributed to the age of exploration: religious and political conflict in Western Europe, advances in nautical technology and weaponry, and European competition over access to and control of economic resources overseas. The global spread of plants, animals, people, and diseases (Columbian Exchange) in the fifteenth century had a devastating impact on indigenous populations in the Western Hemisphere and affected the world's ecosystem. Over the long term, these exchanges led to overall global population growth caused by the spread of new food crops and initiated the period of European global expansion.

European explorers sought trade routes, economic gain, adventure, national recognition, strategic advantages, and people to convert to Christianity. The early explorers traveled the globe through the innovative use of technological developments acquired from other civilizations: the compass, the astrolabe, and seaworthy ships. Explorers and crews embarked on precarious ventures with unknown outcomes.

In the study of the early explorers, students trace and learn the routes of the major land explorers of the United States, the distances traveled, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. In addition, through mapping exercises, students record and analyze the land claims made by European explorers from Spain, France, England, Portugal, the Netherlands, Sweden, and Russia in North and South America on behalf of their monarchs or sponsors.

**In this unit, students concentrate on the expeditions of the early explorers and learn about the explorers' European origins, motives, and journeys and the enduring historical significance of their voyages to the Americas.**

## Cooperation and Conflict in North America

The arrival of Europeans in North America in the late fifteenth century set into motion cross-cultural interactions defined by cooperation and conflict among the American Indians and between the Indian nations and the new settlers. In what the Europeans termed “The New World,” they competed with one another and the Indian nations for territorial, economic, and political control. By the seventeenth century, Nova Scotia and Quebec had been established by the French, Jamestown and the Massachusetts Bay Colony by the English, New Spain by the Spanish, and New Amsterdam by the Dutch.

The Indian nations had mixed responses to the European newcomers. Some American Indians declared war on the Europeans in defense of their sovereignty. Others remained neutral. Whether in conjunction with each other or through independent compacts and treaties, many of the American Indians negotiated terms for coexistence. The competing nations cooperated with one another in the areas of agriculture, fur trading, military alliances, and cultural interchanges. The Europeans introduced new food crops and domestic livestock that diversified the diets of the American Indians. This exchange dramatically altered the natural environment and introduced diseases that decimated many American Indian tribes.

Over time it became virtually impossible for Indian nations to practice neutrality when the presence of European colonists threatened the sustainability of traditional Indian life. Broken treaties, skirmishes, and massacres increasingly came to characterize the relationship between the national groups. American Indian resistance included armed conflict; rejection of European culture and political authority; reappraisal of native spiritual traditions; and the creation of military, political, and economic alliances among American Indian nations and tribes. Of particular concern to American Indians in the seventeenth and eighteenth centuries were permanent European settlements and the expansion of commercial farming on native land. The American Indians resisted encroachments to their territories for more than two centuries.

The presence of the Europeans exacerbated historical tensions among nations. Lucrative trade with Europeans trumped and superseded traditional inter-Indian trading networks. This changed trade patterns that existed prior to the arrival of the Europeans. Additionally, land disputes among American Indians such as the Iroquois, Huron, and Sioux led to armed warfare (made more violent with the introduction of gunpowder and horses), involved new military alliances with European settlers, and redefined boundaries of political and economic influence. However, certain military alliances proved critical. Britain and France had a history of warfare both inside and outside North America in the eighteenth century. The Iroquois played a decisive role in the outcome of the French and Indian War (1754–1763), also known as the Seven Years’ War, in siding with the British and Dutch and by providing invaluable military support and strategy on native terrain.

### Settling the Colonies

**A brief overview of French and Spanish colonization in the New World introduces students to the different groups of people who met on the North American continent.**

A brief overview of French and Spanish colonization in the New World introduces students to the different groups of people who met on the North American continent. The Spanish and French colonial systems differed from the British in that they did not have entrenched colonial populations consisting of families living in permanent settlements. Major emphasis in this unit is placed on the English colonies, where the settlers and colonists shaped the economic and political values and institutions of the new nation. Students chronicle and evaluate how the British colonial period created the basis for the development of political self-government and a free-market economic system.

The original 13 colonies differed regionally in economic, political, religious, and social development. As students compare and contrast the colonies, teachers guide students in considering how geography and climate affected their establishment and organization. For example, why did seaport cities



become more prominent in New England and the Middle Colonies, and what effect did this have on commerce in the regions? Why did plantations dominate in the South while family farms flourished in New England? Students study how geography affected economic development and subsequently influenced the political organization of the colonies. Finally, religious orientation also contributed to the variation in the colonies' social and political structure.

### **Southern Colonies**

Southern colonies developed an economy based on agriculture. The settlement of Jamestown in the Chesapeake Bay region was a risky venture, in light of the failure of its predecessors. Virginia's first immigrants included a small number of lesser gentry and laborers, including indentured servants, who made up the largest segment of the population. Captain John Smith directed the digging of wells, the planting of crops, and the construction of shelter. He also introduced a system of incentives, proclaiming that people who would not work would not get to eat. John Rolfe's suggestion of growing and selling tobacco ensured Jamestown's economic livelihood and led to the formation of the plantation economy.

The first Africans arrived in Jamestown in 1619. In seventeenth-century colonial Virginia, some Africans came as indentured servants, while others had been sold or traded as enslaved labor. A few gained their freedom. Changing economic and labor conditions, as well as presumptions of racial inequity, contributed to the tobacco planters' increasing reliance on slavery as a major source of labor.

Starting with Maryland in 1641 (technically a middle colony), laws spread to southern colonies that codified slavery throughout the Atlantic Seaboard. By the 1680s, the institution of slavery was firmly established as part of colonial economies. Students can study maps, ships' logs, and other primary sources to clarify the eighteenth-century transatlantic slave trade that linked Africa, the West Indies, the British colonies, and Europe.



In their study of Virginia, students understand the importance of the House of Burgesses as the first representative assembly in the European colonies. How did Virginia's status as a royal charter and government affect the political rights of the settlers? Who was allowed to vote? Who was excluded? They also learn the meaning of the *established church* as Anglicans in Virginia understood it.

Beyond Virginia, the founding of southern colonies ranged in purpose and organization. Teachers assist students in determining how geography and climate affected the southern colonies' agricultural production. For example, tobacco cultivation dominated in Maryland; in Georgia and North and South Carolina, humid, swampy fields were conducive to rice farming.

### **Life in New England**

New England provided a dramatic contrast with the southern colonies. Two groups of Christians sought to live there with an emphasis on their religious beliefs: the separatist Pilgrims, who broke with the Church of England, and the Puritans, who sought to reform and purify the church from within.

The story of the Pilgrims begins with their flight from England and religious dissent within the Church of England, their temporary haven in the Netherlands, and their voyage to the New World aboard the *Mayflower*. After an arduous trip, 41 male "saints" organized and joined in signing the Mayflower Compact to "covenant and combine our selves together into a civil body politick." Led by William Bradford, the Pilgrims finally settled Plymouth in 1620. In keeping with the times, they did not ask women to sign.

Life in the new land was hard, and at first the American Indians aided the settlers. However, relations between the colonists and American Indians eventually grew violent because of land rights and trade alliances. Increasingly outnumbered, outgunned, and ravaged by diseases, the native population declined. As students examine the era, teachers help them to envision the simple homes and the rigors of each day. They might also

analyze the work of men, women, and children to get a sense of each member's function in the colonial home.

The Puritans also had an enduring influence on American literature, education, and attitudes toward life and work. Inspired by religious zeal, Puritans sought to establish "a city upon a hill" where they might live out their religious ideals. Led by John Winthrop, they founded Boston and within 10 years had opened Harvard College and the first common school in Massachusetts. They valued hard work, social obligation, simple living, and self-governing congregations. Their religious views shaped their way of life, clothing, laws, forms of punishment, education practices, gender expectations, and institutions of self-government. Although they came to Massachusetts to escape religious persecution, the Puritans established a society intolerant of religious dissent and diversity. An examination of the experiences of Roger Williams and Anne Hutchinson reveals the Puritans' intolerance of religious dissent and their insistence that women firmly conform to gender-specific expectations. At the same time, the stories of Anne Hutchinson and Roger Williams are milestones in the development of religious freedom in Connecticut and Rhode Island.

The colonies of Maryland, New Amsterdam, New Jersey, Pennsylvania, and Delaware provided havens for a wide variety of ethnic, linguistic, and religious groups, including English, Dutch, Swedish, German, Irish, Scottish, Catholic, and Jewish settlers. Mapping activities can reveal to students the diversity of these colonies. In identifying the religious and political origins of the colonies, students discover that Catholics established Maryland as a political and religious refuge but became outnumbered by Protestants in search of free land. In Pennsylvania, William Penn founded a Quaker colony that practiced religious tolerance and representative government. Industrious farmers, fur traders, skilled craftspersons, indentured servants, slaves, merchants, bankers, shipbuilders, and overseas traders made the colony prosperous. Fertile soil and mild climate enabled the middle colonies to thrive and led to the development of New York and Philadelphia as busy seaports.

## The Road to War

British efforts to exert more power over the colonies resulted in a strong reaction and a growing spirit of resistance. For example, Parliament's efforts to assert imperial sovereignty over the colonies and impose taxes, because of the debts incurred during the French and Indian War, fueled a growing dissatisfaction with Parliament among colonists, particularly among those who firmly believed that only the colonial assemblies were empowered to raise taxes. Students should become familiar with the Stamp Act of 1765 and the colonists'

**Students should become familiar with the Stamp Act of 1765 and the colonists' outrage against it; the Townshend Acts that again stirred protest and led to the Boston Massacre; the tax on tea that provoked the Boston Tea Party; and the Coercive Acts, designed in part to punish colonists for their destruction of tea.**

outrage against it; the Townshend Acts that again stirred protest and led to the Boston Massacre; the tax on tea that provoked the Boston Tea Party; and the Coercive Acts, designed in part to punish colonists for their destruction of tea. Amidst these struggles, the colonists still perceived themselves as fully British. In general, the feeling of the King and Parliament was that the French and Indian War had been fought to protect the colonists and it consequently drained the British Treasury. Parliament's efforts to repress resistance led to the first Continental Congress of 1774 and the Committees of Correspondence that established communication between the colonies and forged a new national identity based on opposition to British policies.

In discussing the conflict, students can read excerpts from speeches in the Parliament by William Pitt and Edmund Burke, whose pleas for moderation were ignored. Students learn that a third of the colonists remained loyal to King George III, and many others were undecided. For example, John Dickinson of Pennsylvania argued against independence and promoted reconciliation. He maintained that independence would lead to chaos. Philadelphia merchant Thomas Clifford complained, "Independence would assuredly prove unprofitable." He feared that France and Spain would prey on the colonies without British protection.

Students consider Thomas Paine’s *Common Sense*, published in January 1776. Paine galvanized support for independence by persuasively arguing that America needed to break free from a government that violated the natural rights of its citizens. “We have it in our power, to begin the world over again . . . the birthday of a new world is at hand,” Paine promised. Over 120,000 copies of *Common Sense* sold within its first few months of publication.

Paine’s arguments became the foundation of the Declaration of Independence, drafted by Thomas Jefferson. Influenced by leading Enlightenment thinkers as well as other revolutionaries, the Declaration of Independence listed grievances against King George, outlined a social contract between the government and the governed, and declared independence from Great Britain. Teachers should help students read and understand the Declaration, given its importance to American history and its relevance today. Although written in the eighteenth century, its discussion of natural rights and the relationship between the governed and the government became pillars of American democracy.

## The American Revolution

As the war began with the clashes at Lexington and Concord, the second Continental Congress met in 1775 to begin administering and coordinating the war effort, as well to establish revolutionary governments within the colonies. A veteran of the Seven Years’ War, George Washington commanded the Continental Army and fought key battles at Boston, New York, Philadelphia, Valley Forge, and Yorktown. His task was unique in that he was charged with removing the British while fighting a defensive war. Students can immerse themselves in the major events in the Revolution, including the battles of Bunker Hill and Saratoga and Patrick Henry’s appeal to his fellow legislators to support the fight. Studying the events at Valley Forge, the alliance with France, and the final battle at Yorktown provides students with a dramatic narrative of the Revolutionary War.

In addition to the conventional style of warfare conducted by the Continental Army, much of the fighting in the colonies was done by local militias that spontaneously took up their own arms and engaged in battles with the British Regulars, known as Red Coats. In this context, each side courted alliances with American Indians who knew the terrain. Most American Indians ultimately sided with the British; during the Revolution, approximately 1,500 Iroquois fought alongside the British soldiers. The American Indians had the potential for losing vast amounts of land if the colonists won. This fear proved to be prophetic with the passage of the Northwest Ordinance of 1787 and, nearly a half century later, with the “Trail of Tears,” the forceful removal and relocation of American Indians from their homelands.

Students also examine the issues at stake for free blacks and slaves, as well as that group’s contributions to the war. Thousands of black men fought on both sides of the war. In Virginia, the royal governor Lord Dunmore promised freedom to slaves who fought for the British cause, and in the closing days of the war he upheld his promise. For many black people, in and out of bondage, the Revolutionary War allowed a vision of liberty that was not fully attained. Over several years following the war, the northern states abolished slavery, and the Northwest Ordinance of 1787 banned slavery from the new territories north of the Ohio River. The antislavery movement did not, however, abolish slavery in the South, where nine out of ten American slaves lived.

In the spring of 1776, Abigail Adams asked John Adams to “remember the Ladies,” as he and other statesmen contemplated establishing a new nation and delineating the rights of citizens. To appreciate the role women played in the Revolutionary War, students should examine the Daughters of Liberty, the experiences of women who directly supported the war effort, the unique challenges and opportunities slave women faced, and the changing role of women. The contributions of women traveling with troops included nursing, cooking, laundering, and cleaning. Teachers guide students in debating the effects of the revolutionary struggle on women by comparing women’s pre- and post-war status.

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## The Development and Significance of the U. S. Constitution



The Articles of Confederation were the first attempt to create a federal government for the 13 autonomous states that had freed themselves from British rule. The Articles provided a governing structure for the United States during the Revolutionary War, but they quickly proved to be inadequate for the needs of the new nation. By the spring of 1787, plans were under way to revise the Articles of Confederation. James Madison played an influential role in planning the Constitutional Convention and setting its agenda. Between May and September of 1787, 55 delegates met in Philadelphia to draft the U. S. Constitution. Students learn about the delegates to better understand the conflicts and compromises in drafting the new Constitution. For example, although these delegates were geographically dispersed and held different ideas about government, they shared personal traits and common characteristics that set them apart from the other white men with the franchise. The majority, mainly born in the colonies, fought in the war; 41 served in the Continental Congress. Although some, such as Benjamin Franklin, were self-taught, most were relatively well educated.

With an understanding of the framers in mind, students can participate in mock Constitutional conventions to consider the document's major compromises. In the Great Compromise, the framers divided the federal government's legislative power between two houses, one which represented all states equally and another in which state population accounted for state representatives. The framers also agreed with the 3/5 compromise, that three-fifths of the slave population would be counted in determining states' representation in the national legislature and for imposing property taxes. Lastly, the Northwest Ordinance codified the process for admitting new states.

The U.S. Constitution vested the federal government with power divided among three branches, while it also preserved states' and individual rights. Teachers can use the metaphor of a three-legged stool to describe the stability of a government with power distributed among three branches. Students also study how state constitutions written after the Revolution influenced the writing of the U.S. Constitution. Learning songs that express American ideals, such as "America the Beautiful" and "The Star-Spangled Banner," can guide students to understand the meaning of the American creed and the spirit of the era.

### Life in the Young Republic

In this unit, students examine the daily lives of those who built the young republic under the new Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe, especially English, Scots-Irish, Irish, and Germans. The Great Irish Famine helped to push immigrants to come to the United States during this period. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the south. Students learn about the Louisiana Purchase and the expeditions of Lewis and Clark, guided by Sacagawea, and of John C. Fremont.

Interest in promoting civic virtue among citizens increased with the establishment of a republic. Mothers had the important role of raising their sons to become virtuous and active citizens. To ensure that women could fulfill this new role, a movement began to open the doors of education more widely to women. For example, the Young Ladies' Academy of Philadelphia (later called the Philadelphia Academy) was founded by Benjamin Rush and supported by many of the signers of the Constitution.

## The New Nation’s Westward Expansion

The American West should be presented as a borderland region inhabited by diverse and competing populations. In this unit, students examine the advance of pioneer settlements beyond the Mississippi. The westward migration began with fur traders and mountain men who made the first forays into the west. Many fur traders and mountain men married Native American women who served as liaisons between the two cultures. Westward migration continued with settlers heading for Texas, Mormon families relocating to the new Zion in Utah, Midwestern farmers moving to western Oregon’s fertile valleys, and forty-niners traveling to the Mother Lode region of California. These migrants were joined by whalers, New England sailors engaged in the hide and tallow trade in California, and traders of sea otter and seal furs, who sailed their clipper ships around Cape Horn and westward to the Pacific. Migrants from the United States arrived in areas already inhabited and claimed by diverse populations of American Indians, Mexicans, British, and small numbers of Russians and Chileans. They also encountered immigrants from Asia, including China, Japan, Korea, the Philippines, and India, in search of labor in gold mines and farming.

Students may compare overland trail routes, especially the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. Meanwhile, Mexican settlers also migrated into New Mexico, Texas, and California. While learning about life on the trail, students can discuss the reactions of American Indians to the increasing migration and the reasons for the Indians’ growing concern.

Pioneer women played varied roles in coping with the rigors of daily life on the frontier. Biographies, journals, and diaries disclose the strength and resourcefulness of pioneer women who helped to farm the land and worked as missionaries, teachers, and entrepreneurs. The autobiographical works of Laura Ingalls Wilder provide a unique perspective on these topics. Some slave women gained their freedom in the West. Once established by Anglo–American settlers, many western communities and territories proved to be less beholden to eastern traditions, as evidenced by the territory of Wyoming granting women in 1869 the right to vote, followed by Utah, Colorado, and Idaho.

Studying maps and geographic landmarks explains how and when California, Texas, and other western lands became part of the United States. Battles for independence followed Anglo–American settlement in modern-day Texas. The war with Mexico led to annexation of this territory by the United States. These events provide important opportunities to focus on the Hispanic people of California and the Southwest, on the effects of these events on their lives, and on their distinctive contributions to American culture. Students can also learn how the Oregon Territory boundary conflict was settled by negotiation with England and how that territory became a state.

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## The Education and the Environment Initiative

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The following fifth-grade units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the history–social science standards listed below.

Fifth Grade		
Standard Number	Standard Text	EEI Curriculum Unit Name

<b>5.4.1.</b>	Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	<i>Human Settlement and the Natural Regions of the Eastern Seaboard</i>
<b>5.8.4.</b>	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	<i>Nature and Newcomers</i>

For more information about EEI instructional units at the California Environmental Protection Agency, visit its Web page at <http://www.californiaeei.org/> (Outside Source).

## Support for English Learners

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History–social science is particularly challenging for English learners. They must simultaneously develop fluency in a second language and also gain content and analysis skills in a complex subject area with high literacy demands. To learn English and achieve mastery of the history–social science content standards, students must participate in instructional programs that combine critical content knowledge and skill development in both English-language proficiency and the content standards and analysis skills contained in the *History–Social Science Framework for California Public Schools* (California Department of Education 2005).

All students should have an opportunity to actively engage with the history–social science content standards regardless of their proficiency in the English language. Effective instructional practices foster English-language development (ELD) and at the same time teach history–social science content. Early instruction in English literacy and content knowledge across all disciplines must be incorporated into ELD programs. In a structured English immersion program, history–social science for English learners continues to be taught while students are mastering English. In fact, most studies promote instruction in the content areas despite low literacy or limited proficiency in the English language, along with the critical-thinking and analysis skills and the particular reading strategies of the disciplines.

Teachers should align history–social science instruction with the grade-level expectations in the four domains (reading, writing, speaking and listening, and language) described in the CCSS for English language arts. Before classroom instruction, teachers need to determine what they want the students to learn, their students’ English-language proficiency, and the language demands of each lesson’s instructional materials.

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>.

## The Standards

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The following fifth-grade history–social science content standards were adopted by the California State Board of Education on October 9, 1998. In addition, the recently adopted CCSS include standards for literacy in history/social studies. These standards do not replace the history–social science content standards but supplement them by setting specific requirements for reading and writing informational texts, including history–social science documents. The new standards will be implemented gradually over the next several years as

curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. See the English language arts section for more information about the CCSS for grade five.

**History–Social Science Content Standards**  
**Grade Five**  
**United States History and Geography: Making a New Nation**

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

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

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

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

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

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in

New England, the Powhatan Wars in Virginia, the French and Indian War).

4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

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

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

#### **5.5 Students explain the causes of the American Revolution.**

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



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

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

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

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

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

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

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

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

## Historical and Social Sciences Analysis Skills Kindergarten Through Grade Five

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

*In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

### **Chronological and Spatial Thinking**

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### **Research, Evidence, and Point of View**

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.



## Overview

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Grade-five students are expected to learn both the content and process of science. Effective science programs reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills should also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. High-quality science instruction should also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science learning.

**Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions.**

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the *Science Safety Handbook for California Public Schools*, which is posted on the CDE Web page at (<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

## What Fifth-Grade Students Should Know

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Students who have mastered the science standards for kindergarten through grade four already possess foundational knowledge regarding the science topics they will encounter in grade five. In the physical sciences, they were introduced to the concept of atoms and elements in grade three. In life sciences, they studied the relationship between the structure and function of the external characteristics of living things in grades one, three, and four and have learned to recognize this relationship as an adaptation.

Similarly, students have had introductory experiences with the grade-five earth science topics. In first grade, students studied weather and the water cycle. They learned about the solar system in grade three and know that Earth orbits the Sun and that the Moon orbits Earth. They have also had numerous experiences with investigation and experimentation and have practiced observation, measurement, and recordkeeping skills, including creating graphs and making drawings to record, organize, interpret, and display data. They have also practiced differentiating between evidence and opinion. By the time students enter grade five, they understand that asking meaningful questions and conducting careful investigations are central to making progress in science.

## What Students Learn in Fifth Grade

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During fifth grade, students learn to develop testable questions and plan their own investigations, selecting appropriate tools to make quantitative observations.

In the physical sciences, students develop the ability to distinguish between molecules and atoms and chemical compounds and mixtures and learn about the organization of atoms on the periodic table of the elements. They learn about chemical reactions and discover the special properties of metallic elements and salts. In the life sciences, they learn the basics of physiology, building on what they have learned in previous grades about the external adaptations of plants and animals to learn about the internal structures and processes of living things.

Students in grade five also deepen their understanding of the hydrologic cycle, the process by which water moves between the land and the oceans. They learn how the hydrologic cycle influences the distribution of weather-related precipitation. They study the causes and effects of weather. They also study the solar system and learn that it contains asteroids, comets, the Sun, planets, and moons. They learn the composition of the Sun and the relationship between gravity and planetary orbits.

Grade-five science topics are organized into six standard sets: Physical Sciences, Life Sciences, Earth Sciences (Earth's Water), Earth Sciences (Weather), Earth Sciences (The Solar System), and Investigation and Experimentation. As students learn the content defined by the standards in the Life, Earth, and Physical Sciences strands, they are also practicing investigation and experimentation skills. That is, the investigation and experimentation standards should be infused throughout science instruction.

## Physical Sciences

In grade five, students learn that elements and their combinations account for all of the types of matter in the world and that living organisms and most materials are composed of just a few elements. They learn that all matter is composed of atoms that may combine to form molecules and that during chemical reactions the atoms in the reactants rearrange to form products with different properties. The introduction to chemical reactions and the concept that atoms combine to form molecules requires students to clearly distinguish between molecules and atoms and chemical compounds and mixtures.



Students are introduced to the idea that the organization of atoms on the periodic table of the elements is related to similarities and trends in the chemical properties of the elements. They learn that scientists have developed instruments that create images of atoms and molecules revealing well-ordered arrays of atoms and molecules. They learn that metals have properties in common; some metals are pure elements, while others are composed of a combination of elemental metals. Students also learn the common properties of salts.

## Life Sciences

Students in grade five learn about the internal structures of plants and animals, building on their understanding of adaptation as it applies to the external features of organisms. They learn that plants and animals have specialized structures for the vital functions of respiration, digestion, waste disposal, and transport of materials. They study blood circulation and respiration in humans and learn about the structures responsible for the digestion of food and collection and excretion of wastes in animals. Students learn more about the process of photosynthesis, the movement of water and minerals from the roots of plants to the leaves, and the transport of sugar from the leaves to the other parts of vascular plants. They also learn that, through cellular respiration, both plants and animals break down sugar to obtain energy and that carbon dioxide and water are by-products of this process.

## **Earth Sciences (Earth's Water)**

The hydrologic cycle (water cycle) is the process by which water moves between the land and the oceans. Students in grade five learn that cooling in the atmosphere returns water vapor to a liquid or a solid state as rain,

**Students also learn that most of Earth's water is present as salt water in the oceans, that oceans cover most of Earth's surface, and that the amount of fresh water on Earth is limited.**

hail, sleet, or snow. They are also introduced to factors that control clouds, precipitation, and other weather phenomena.

Students also learn that most of Earth's water is present as salt water in the oceans, that oceans cover most of Earth's surface, and that the amount of fresh water on Earth is limited. They study their local watershed to learn about the origins of the water used by their local communities and learn that the availability of fresh water can be extended by recycling and conservation practices.

## **Earth Sciences (Weather)**

Students in grade five learn about the causes of large-scale and small-scale movements in the atmosphere. They learn that uneven heating of Earth by the Sun results in local and global temperature differences that create convection currents in the oceans and the atmosphere. They learn that warm air rises and cold air falls toward Earth's surface, setting up convection currents in the air that are called winds. Students apply their knowledge of the hydrologic cycle to understanding weather and weather patterns and understand that the oceans influence weather. In addition, students study the causes and effects of different types of severe weather, learn how to use weather maps and data to predict local weather, and understand that many variables may affect the reliability of a weather forecast. They learn about atmospheric pressure and understand that although air is invisible, it has mass and is pulled by gravity toward Earth's center.

## **Earth Sciences (The Solar System)**

Students in grade five learn the composition of the Sun and that the solar system includes small bodies, such as asteroids and comets, as well as the Sun, eight planets,<sup>\*</sup> and their moons. They learn the basic relationship between gravity and the planetary orbits and understand that gravity causes a pull between the mass of each of the planets and the mass of the Sun.

## **Investigation and Experimentation**

In the context of activities that support mastery of the Physical, Earth, and Life Sciences standards, grade-five students learn to develop testable questions, conduct simple investigations, and write basic scientific reports. After developing a testable question based on factual information and observation, students identify dependent and controlled variables in an investigation. They learn to identify a single, independent variable in a scientific investigation and explain how this variable can be used to collect information and answer a question about the results of an experiment. They select appropriate tools, make quantitative observations, record data, make inferences based on the data, and draw conclusions based on evidence. When appropriate, students indicate whether further information is needed to support a specific conclusion.

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<sup>\*</sup> Under resolutions passed by the International Astronomical Union on August 24, 2006, there are eight planets. Pluto no longer meets the definition of a "planet" but is now classified under a new, distinct class of objects called "dwarf planets."

## The Education and the Environment Initiative

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Fifth-grade science instruction continues to build environmental literacy as students better understand how they influence the environment and how it influences them. The following fifth-grade units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the science standards listed below.

Fifth Grade		
Standard Number	Standard Text	EEI Curriculum Unit Name
5.3.a.	Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.	<i>Earth's Water</i>
5.3.b.	Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.	<i>Changing States: Water, Natural Systems and Human Communities</i>
5.3.c.	Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.	<i>Precipitation, People, and the Natural World</i>
5.3.d.	Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.	<i>Our Water: Sources and Uses</i>

For more information about EEI instructional units, visit the California Environmental Protection Agency Web page at <http://www.californiaeei.org/> (Outside Source).

## Science Across the Content Areas

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The fifth-grade science standards are readily integrated with other academic content standards. For example, the science standards and the English language arts standards are complementary so that the writing strategies will lay a foundation for good writing on science reports and informative oral science presentations. The mathematics and science standards also complement each other as students analyze, strategize, and solve problems, finding solutions to apply to new circumstances.

In addition, the recently adopted Common Core State Standards (CCSS) include standards for literacy in science. These standards do not replace the science content standards but supplement them by setting specific requirements for reading and writing informational texts, including science documents. The new standards will be implemented over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. Refer to the English language arts section for more information about the CCSS for fifth grade.

## Support for English Learners

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All students, regardless of English language proficiency, should have access to high quality science instruction. With its focus on domain-specific vocabulary acquisition and utilization of hands-on, collaborative activities, a balanced fifth-grade science program provides many opportunities for English-language development (ELD). However, science instruction may still present challenges for some English learners. Specific challenges include learning science-related terms and academic vocabulary. Directions may be complex and contain multiple steps. Visual information may not be easily comprehensible.

Some strategies that may help students understand new science concepts and processes include connecting to students' background knowledge, experiences, and familiar terminology; focusing on key science terms before, during, and after a lesson; and utilizing different formats (e.g., charts, graphs, pictures).

Students benefit from clear and consistent classroom routines, group or peer interaction to share information, processes, and activities that are relevant and meaningful. ELD is especially enhanced by (1) opportunities for informal conversations about content and concepts, (2) modeling of the appropriate use of equipment, and (3) an adequate amount of wait time for student response.

## The Standards

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The following grade-five science content standards were adopted by the California State Board of Education on October 9, 1998.

<b>Science Content Standards Grade Five</b>	
<b>Physical Sciences</b>	
<b>1.</b>	<b>Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:</b>
1.a.	Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
1.b.	Students know all matter is made of atoms, which may combine to form molecules.
1.c.	Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
1.d.	Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
1.e.	Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.



1.f.	Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
1.g.	Students know properties of solid, liquid, and gaseous substances, such as sugar (C <sub>6</sub> H <sub>12</sub> O <sub>6</sub> ), water (H <sub>2</sub> O), helium (He), oxygen (O <sub>2</sub> ), nitrogen (N <sub>2</sub> ), and carbon dioxide (CO <sub>2</sub> ).
1.h.	Students know living organisms and most materials are composed of just a few elements.
1.i.	Students know the common properties of salts, such as sodium chloride (NaCl).
<b>2.</b>	<b>Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:</b>
2.a.	Students know many multicellular organisms have specialized structures to support the transport of materials.
2.b.	Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO <sub>2</sub> ) and oxygen (O <sub>2</sub> ) are exchanged in the lungs and tissues.
2.c.	Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
2.d.	Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
2.e.	Students know how sugar, water, and minerals are transported in a vascular plant.
2.f.	Students know plants use carbon dioxide (CO <sub>2</sub> ) and energy from sunlight to build molecules of sugar and release oxygen.
2.g.	Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO <sub>2</sub> ) and water (respiration).
<b>3.</b>	<b>Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:</b>
3.a.	Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
3.b.	Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
3.c.	Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.

3.d.	Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
3.e.	Students know the origin of the water used by their local communities.
<b>4.</b>	<b>Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:</b>
4.a.	Students know uneven heating of Earth causes air movements (convection currents).
4.b.	Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
4.c.	Students know the causes and effects of different types of severe weather.
4.d.	Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
4.e.	Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.
<b>5.</b>	<b>The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:</b>
5.a.	Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
5.b.	Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
5.c.	Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.
<b>6.</b>	<b>Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</b>
6.a.	Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
6.b.	Develop a testable question.

6.c.	Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
6.d.	Identify the dependent and controlled variables in an investigation.
6.e.	Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
6.f.	Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
6.g.	Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
6.h.	Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
6.i.	Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.



## Overview

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Fifth-grade students bring to the classroom a strong sense of what they like and dislike and can tell why they hold their opinions. At this age they are growing in ability to talk about, describe, and evaluate the arts, using specific criteria, and understand and work with complex concepts in the arts. Inventing new possibilities for dance sequences, composing music, developing plots in theatre, and using perspective in the visual arts are all within their grasp.

With this new level of sophistication, students can explore the rich history of the arts in this country, working to gain a deep understanding of the vast array of artists and works of art this nation has to offer. Having dance, music, theatre, and the visual arts in the classroom can provide students with a broad background in the arts and with experiences to support learning throughout the curriculum. Using their increased knowledge and skills, students can now improvise, create, and perform in all the arts.

**Having dance, music, theatre, and the visual arts in the classroom can provide students with a broad background in the arts and with experiences to support learning throughout the curriculum.**

## What Fifth-Grade Students Should Know

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In the fourth grade, students studied California history and learned about the rich cultural heritage of their state as expressed in art. They were exposed to artistic traditions from a number of different cultures and can now evaluate art both in its historical and cultural context and for its own inherent aesthetic value. Students have continued to develop their own ability to communicate through the arts and are now able to use music notation, knowledge of structure and style, and advanced technical skill to create works of art.

## What Students Learn in Fifth Grade

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### Dance

Students use variety, contrast, and unity as they create, learn, and perform dances, applying their knowledge of dance and performance skills to analyze possible solutions and strategies for specific problems with movement. In their study of United States history, they learn to perform traditional, social, and theatrical dances from the eighteenth and nineteenth centuries. They also develop and apply specific criteria for critiquing dance performances that show more in-depth analysis and assessment of technical skill, musicality, dynamics, and mood.

### Music

Students analyze how different elements are used in music of various styles and from many cultures as they increase their musical skills by singing and playing instruments. They also learn to create simple melodies and read and write those melodies on the treble clef. And because of their increased knowledge of musical elements

and vocabulary, they develop and apply appropriate criteria to support their opinions about specific musical selections.

## Theatre

Students describe theatrical experiences with an increased vocabulary, using such terms as *protagonist* and *antagonist*. They identify more complex structural elements of plot in a script, discover universal themes in the theatrical literature they are studying, and recognize more fully how theatre, television, and films play a part in their daily lives. Using appropriate criteria for critiquing theatrical performances, they can judge what they see and hear.



## Visual Arts

Principles of design, such as composition, emphasis, unity, and the depiction of space, become part of the visual arts vocabulary and are applied as students create original works of art with traditional and new media. Students refine their artistic skills, such as perspective, and use those skills in drawings, sculpture, mixed media, and digital media (e.g., computer-generated art, digital photography, and videography). Using a defined set of criteria to describe how they would change or improve their work, they become more proficient in assessing their artwork.

## The Standards

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The visual and performing arts content standards provide expectations for students in four disciplines: dance, music, theatre, and visual arts. At each grade level, the standards are grouped under five strands:

1. **Artistic perception** refers to processing, analyzing, and responding to sensory information through the use of the language and skills unique to dance, music, theatre, and the visual arts.
2. **Creative expression** involves creating a work, performing, and participating in the arts disciplines.
3. **Historical and cultural context** concerns the work students do toward understanding the historical contributions and cultural dimensions of an arts discipline.
4. **Aesthetic valuing** includes analyzing and critiquing works of dance, music, theatre, and the visual arts.
5. **Connections, relationships, and applications** involve connecting and applying what is learned in one arts discipline and comparing it to learning in the other arts, other subject areas, and careers.

When reading the standards at a particular grade level, one must know which standards were accomplished in all the previous grade levels to understand how expectations are based on prior learning. In addition, an examination of the standards for any of the art forms at a given grade level reveals overlaps and points of connection across the strands because the strands and the content standards for the four disciplines are intrinsically related.

## **Key Content Standards**

Each arts discipline and artistic process has many entry points throughout the grades. Because particular ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development, the standards provide students with a picture of what is essential to know and be able to do, from kindergarten through grade eight, in each of the four arts disciplines. The key content standards provide a beginning point for standards-based instruction in each grade of elementary and middle school and focus on fundamental content that students need in order to move to the next level of understanding and expression. Like the complete standards, the key standards build up content in each successive grade level and spiral throughout the curriculum for kindergarten through grade eight. They are essential in preparing students for beginning-level high school arts courses in which they engage in more focused and independent work. Key standards are indicated in the list below with an asterisk (\*).

The following fifth-grade visual and performing arts standards were adopted by the California State Board of Education on January 10, 2001.

## Visual and Performing Arts Content Standards Fifth Grade

### Component Strand: 1.0 Artistic Perception

<b>Dance</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	<b>Music</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	<b>Theatre</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	<b>Visual Arts</b> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><b>Development of Motor Skills and Technical Expertise</b></p> <p>1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p> <p>1.2 Name and use a wide variety of movements (e.g., isolations/whole body).</p> <p><b>Comprehension and Analysis of Dance Elements</b></p> <p>1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.</p> <p>1.4* Incorporate the principles of variety, contrast, and unity with dance studies.</p> <p><b>Development of Dance Vocabulary</b></p> <p>1.5 Use appropriate dance vocabulary to describe dances.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><b>Read and Notate Music</b></p> <p>1.1* Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <p>1.2 Read, write, and perform major and minor scales.</p> <p>1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p> <p><b>Listen to, Analyze, and Describe Music</b></p> <p>1.4* Analyze the use of music elements in aural examples from various genres and cultures.</p> <p>1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.</p> <p>1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><b>Development of the Vocabulary of Theatre</b></p> <p>1.1* Use the vocabulary of theatre, such as <i>sense memory</i>, <i>script</i>, <i>cue</i>, <i>monologue</i>, <i>dialogue</i>, <i>protagonist</i>, and <i>antagonist</i>, to describe theatrical experiences.</p> <p><b>Comprehension and Analysis of the Elements of Theatre</b></p> <p>1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><b>Develop Visual Arts Vocabulary</b></p> <p>1.1* Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <p>1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.</p> <p><b>Analyze Art Elements and Principles of Design</b></p> <p>1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.</p>

\*Indicates a key standard.

**Component Strand: 2.0 Creative Expression**

<p align="center"><b>Dance</b> Creating, Performing, and Participating in Dance</p>	<p align="center"><b>Music</b> Creating, Performing, and Participating in Music</p>	<p align="center"><b>Theatre</b> Creating, Performing, and Participating in Theatre</p>	<p align="center"><b>Visual Arts</b> Creating, Performing, and Participating in the Visual Arts</p>
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.</p> <p><b>Creation/Invention of Dance Movements</b></p> <p>2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.</p> <p>2.2* Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p> <p><b>Application of Choreographic Principles and Processes to Creating Dance</b></p> <p>2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).</p> <p>2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.</p> <p><b>Communication of Meaning in Dance</b></p> <p>2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.</p> <p><b>Development of Partner and Group Skills</b></p> <p>2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/ following, mirroring, calling/responding, echoing, opposing).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><b>Apply Vocal and Instrumental Skills</b></p> <p>2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.</p> <p>2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</p> <p><b>Compose, Arrange, and Improvise</b></p> <p>2.3* Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><b>Development of Theatrical Skills</b></p> <p>2.1* Participate in improvisational activities to explore complex ideas and universal themes in literature and life.</p> <p>2.2 Demonstrate the use of blocking (stage areas, levels, and actor’s position, such as full front, quarter, profile, and full back) in dramatizations.</p> <p><b>Creation/Invention in Theatre</b></p> <p>2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><b>Skills, Processes, Materials, and Tools</b></p> <p>2.1 Use one-point perspective to create the illusion of space.</p> <p>2.2 Create gesture and contour observational drawings.</p> <p>2.3* Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p> <p><b>Communication and Expression Through Original Works of Art</b></p> <p>2.4 Create an expressive abstract composition based on real objects.</p> <p>2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.</p> <p>2.6* Use perspective in an original work of art to create a real or imaginary scene.</p> <p>2.7 Communicate values, opinions, or personal insights through an original work of art.</p>

\*Indicates a key standard.



**Component Strand: 3.0 Historical and Cultural Context**

<p align="center"><b>Dance</b> Understanding the Historical Contributions and Cultural Dimensions of Dance</p>	<p align="center"><b>Music</b> Understanding the Historical Contributions and Cultural Dimensions of Music</p>	<p align="center"><b>Theatre</b> Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p align="center"><b>Visual Arts</b> Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p>
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><b>Development of Dance</b></p> <p>3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.</p> <p><b>History and Function of Dance</b></p> <p>3.2* Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.</p> <p><b>Diversity of Dance</b></p> <p>3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><b>Role of Music</b></p> <p>3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</p> <p><b>Diversity of Music</b></p> <p>3.2 Identify different or similar uses of musical elements in music from diverse cultures.</p> <p>3.3 Sing and play music from diverse cultures and time periods.</p> <p>3.4 Describe the influence of various cultures and historical events on musical forms and styles.</p> <p>3.5 Describe the influences of various cultures on the music of the United States.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><b>Role and Cultural Significance of Theatre</b></p> <p>3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.</p> <p>3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.</p> <p><b>History of Theatre</b></p> <p>3.3* Analyze ways in which theatre, television, and film play a part in our daily lives.</p> <p>3.4 Identify types of early American theatre, such as melodrama and musical theatre.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><b>Role and Development of the Visual Arts</b></p> <p>3.1 Describe how local and national art galleries and museums contribute to the conservation of art.</p> <p>3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.</p> <p><b>Diversity of the Visual Arts</b></p> <p>3.3* Identify and compare works of art from various regions of the United States.</p> <p>3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.</p>

\*Indicates a key standard.

**Component Strand: 4.0 Aesthetic Valuing**

<p align="center"><b>Dance</b> Responding to, Analyzing, and Making Judgments About Works of Dance</p>	<p align="center"><b>Music</b> Responding to, Analyzing, and Making Judgments About Works of Music</p>	<p align="center"><b>Theatre</b> Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p align="center"><b>Visual Arts</b> Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p>
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><b>Description, Analysis, and Criticism of Dance</b></p> <p>4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.</p> <p>4.2* Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).</p> <p><b>Meaning and Impact of Dance</b></p> <p>4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.</p> <p>4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><b>Analyze and Critically Assess</b></p> <p>4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p> <p><b>Derive Meaning</b></p> <p>4.2* Develop and apply appropriate criteria to support personal preferences for specific musical works.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><b>Critical Assessment of Theatre</b></p> <p>4.1* Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p> <p><b>Derivation of Meaning from Works of Theatre</b></p> <p>4.2 Describe devices actors use to convey meaning or intent in commercials on television.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><b>Derive Meaning</b></p> <p>4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.</p> <p>4.2 Compare the different purposes of a specific culture for creating art.</p> <p><b>Make Informed Judgments</b></p> <p>4.3 Develop and use specific criteria as individuals and in groups to assess works of art.</p> <p>4.4* Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</p>

\*Indicates a key standard.

**Component Strand: 5.0 Connections, Relationships, Applications**

<p align="center"><b>Dance</b></p> <p align="center">Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</p>	<p align="center"><b>Music</b></p> <p align="center">Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</p>	<p align="center"><b>Theatre</b></p> <p align="center">Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p align="center"><b>Visual Arts</b></p> <p align="center">Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p>
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><b>Connections and Applications Across Disciplines</b></p> <p>5.1* Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).</p> <p>5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).</p> <p>5.3 Cite examples of the use of technology in the performing arts.</p> <p><b>Development of Life Skills and Career Competencies</b></p> <p>5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><b>Connections and Applications</b></p> <p>5.1 Explain the role of music in community events.</p> <p><b>Careers and Career-Related Skills</b></p> <p>5.2 Identify ways in which the music professions are similar to or different from one another.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><b>Connections and Applications</b></p> <p>5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.</p> <p><b>Careers and Career-Related Skills</b></p> <p>5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><b>Connections and Applications</b></p> <p>5.1 Use linear perspective to depict geometric objects in space.</p> <p><b>Visual Literacy</b></p> <p>5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.</p> <p><b>Careers and Career-Related Skills</b></p> <p>5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.</p>

\*Indicates a key standard.



## Overview

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Through health education, students learn skills that enable them to make healthy choices and avoid high-risk behaviors. They also learn health concepts and acquire related knowledge. Students develop communication skills, decision-making and goal-setting skills, refusal techniques, and the ability to access health information and assess its accuracy. They learn health skills and content simultaneously.

Health literacy is a primary goal of health education. *Health literacy* is defined as the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health. The knowledge and skills that comprise health literacy are woven throughout the health education content standards.

The health education content standards provide a vision of what students need to know and be able to do so they can adopt and maintain healthy behaviors. The eight overarching content standards are taught within the context of six content areas. For grades one through six, only three content areas are addressed each year to allow for sufficient time for effective instruction. For fifth grade, the three content areas are Nutrition and Physical Activity; Growth, Development, and Sexual Health; and Personal and Community Health.

The grade-five emphases on growth and development and on nutrition and physical activity are particularly suitable for ten- and eleven-year-olds. Students in grade five are entering early adolescence; some students are already experiencing its many changes, which can begin as early as grade three. As their physical appearance changes at different rates, students may become more concerned about body image and looking like their peers. The fifth-grade standards help students to understand the differences in growth and development rates and to adopt a healthy body image.

**The fifth-grade standards help students to understand the difference in growth and development rates and to adopt a healthy body image.**

In the standards for growth, development, and sexual health, there is an emphasis on the physical, social, and emotional changes that occur during puberty as well as on personal hygiene and safety. The physical changes of adolescence generally include growth spurts that result in additional nutritional demands on student's bodies and make healthy food choices and regular physical activity particularly important for adolescents. Personal hygiene and safety are also covered in the standards for personal and community health that students learn and practice. In addition, the personal and community health standards draw students' attention to the links between their own health and the health of their community and the environment.

## What Fifth-Grade Students Should Know

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In grade four, students learned about nutrition and physical activity, two important factors in their healthy growth and development. They learned about healthy food choices, nutrients, and the many influences on their eating. They monitored their physical activity and increased the amount of time they are physically active. Students learned how to prevent many types of injuries by using appropriate safety equipment and avoiding or reducing risks. They planned responses to emergencies and natural disasters, identified trusted adults, and practiced conflict resolution techniques. They learned skills for avoiding and reporting bullying and harassment and for resisting involvement in gang activities. Students also learned about the harmful effects of alcohol,

tobacco, and other drugs and ways to cope with situations (e.g., by using refusal skills) involving those substances.

## What Students Learn in Fifth Grade

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In grade five, students learn to read and understand food nutrition labels and to use the information to select healthy food. They also research age-appropriate guidelines for healthy eating and physical activity to determine if changes in their eating habits and level of physical activity would improve their health and fitness. Students learn about the human reproductive cycle, the changes that occur during puberty, and how to prevent the transmission of bloodborne communicable diseases. They analyze the influence of media, peers, and culture on their food choices, physical activity level, perceptions about gender roles and body image, and personal health practices. They recognize reliable sources of information and learn and practice effective communication skills to obtain information from others. Grade-five students learn about and adopt health practices and behaviors that promote their own health. They monitor their health behaviors and their progress toward personal health goals.

### Nutrition and Physical Activity

In grade five, students learn how to use the information on food nutrition labels to distinguish between more-nutritious and less-nutritious foods and beverages. As they gain an understanding of what constitutes a balanced diet, they set personal nutritional goals based on age-appropriate nutrition guidelines and use a decision-making process to select nutritious food. They practice effective communication skills to counter the influences of peers and media, which frequently promote less-nutritious foods. To help achieve their personal nutrition goal, students learn to prepare healthy foods following sanitary food preparation guidelines. They also monitor their progress toward the nutritional goal they have set.

In grade five, students can explain how good health is influenced by both healthy eating and physical activity. They understand how physical activity, rest, and sleep are related, and they can identify the benefits of regular physical activity. Students are able to balance their food intake and physical activity. After learning about age-appropriate guidelines for physical activity, they compare their own level of physical activity with the guidelines and, if necessary, determine how to increase their physical activity. They use their skills in goal setting to set realistic goals to increase their physical fitness and monitor their progress toward the goal. Students in grade five also learn how to support opportunities for healthy eating and increased physical activity in their school and community. For example, students help select fund-raising activities that are consistent with efforts to promote health, such as choosing a jog-a-thon rather than a candy sale or promoting intramural games during lunch recess.

### Growth, Development, and Sexual Health

Students in grade five learn about the structure, function, and major parts of the human reproductive system in the context of the human life cycle of reproduction, birth, growth, aging, and death. They also learn about the physical, social, and emotional changes that occur during puberty. They learn that physical development can vary considerably between individuals and still be normal, heredity affects their growth and development, and puberty influences their thoughts, emotions, and behaviors. Students obtain accurate information about puberty by practicing health skills such as differentiating between reliable and unreliable sources of information,

recognizing parents/guardians and other trusted adults as resources, and using effective communication skills to discuss the changes that occur during puberty with their parents/guardians or other trusted adults.

Students learn that everyone has the right to establish personal boundaries. They understand the importance of setting personal boundaries and develop refusal skills to protect their personal boundaries. They recognize that there are different ways to express friendship, attraction, and affection and use their communication skills to express them in a healthy and respectful manner. They also analyze how culture, media, and other factors influence their perceptions about body image, gender roles, and attractiveness. Students use their goal-setting skills to identify steps to achieve and maintain a healthy and accurate body image.

In grade five, students learn the definition of sexually transmitted diseases, in particular human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), and how HIV is and is not transmitted. This knowledge helps students understand why it is safe to be a friend to someone who is living with HIV or AIDS and explain to others how to protect themselves against serious bloodborne communicable diseases such as HIV.

## Personal and Community Health

In grade five, students learn about effective health strategies to reduce their risk of illness and injury, when and whom to ask for medical assistance, what constitutes a life-threatening situation (e.g., heart attack, asthma attack), and how viruses and bacteria affect the immune system. They also learn about personal hygiene needs associated with the onset of puberty (e.g., skin care to control acne). As students learn about the relationship between their personal health and environmental conditions (e.g., asthma attacks are exacerbated by poor air quality), they understand their responsibility for protecting the environment, set and monitor goals to help protect the environment, and encourage others to minimize pollution in the environment.

Students analyze the internal and external influences on their personal health practices (e.g., getting enough sleep, using sunscreen, protecting their hearing), make decisions that promote their health, demonstrate personal responsibility for their health habits, and set and monitor goals to improve their personal health. They can identify valid sources of information about personal health products and services, a skill that helps students be more informed consumers and less influenced by advertisements or negative peer pressure.

**They can identify valid sources of information about personal health products and services, a skill that helps students be more informed consumers and less influenced by advertisements or negative peer pressure.**

## Support for English Learners

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Teachers may need to modify instruction to meet the instructional needs of English learners. Strategies to support learning may include using graphic organizers, pictures and other visual cues; summarizing or paraphrasing text; and additional time and providing opportunities for practice and interactions with classmates and the teacher. As in other subject areas, the academic language of health must be directly taught to all students, but English learners may need additional opportunities to use new words. For example, with students who speak Spanish, instruction that identifies cognates (e.g., *protein/proteina*, *vitamin/vitamina*) supports their understanding of content-specific vocabulary. The interpersonal-communication, decision-making, and health-promotion skills of health education provide opportunities for students to use the academic language necessary to gain access to health content. Comparing alternatives and justifying choices require the use of academic language and provide meaningful situations for students to practice using new vocabulary and content knowledge.

# The Standards

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The following fifth-grade health education content standards were adopted by the California State Board of Education on March 12, 2008.

<b>Health Education Content Standards Grade Five</b>	
<b>Overarching Standards</b>	
<b>Standard 1: Essential Health Concepts</b> All students will comprehend essential concepts related to enhancing health.	
<b>Standard 2: Analyzing Health Influences</b> All students will demonstrate the ability to analyze internal and external influences that affect health.	
<b>Standard 3: Accessing Valid Health Information</b> All students will demonstrate the ability to access and analyze health information, products, and services.	
<b>Standard 4: Interpersonal Communication</b> All students will demonstrate the ability to use interpersonal communication skills to enhance health.	
<b>Standard 5: Decision Making</b> All students will demonstrate the ability to use decision-making skills to enhance health.	
<b>Standard 6: Goal Setting</b> All students will demonstrate the ability to use goal-setting skills to enhance health.	
<b>Standard 7: Practicing Health-Enhancing Behaviors</b> All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	
<b>Standard 8: Health Promotion</b> All students will demonstrate the ability to promote and support personal, family, and community health.	
<b>Nutrition and Physical Activity</b>	
<b>Standard 1: Essential Concepts</b>	
1.1.N	Describe the food groups, including recommended portions to eat from each food group.
1.2.N	Identify key components of the “Nutrition Facts” labels.
1.3.N	Explain the relationship between the intake of nutrients and metabolism.
1.4.N	Explain why some food groups have a greater number of recommended portions than other food groups.

1.5.N	Describe safe food handling and preparation practices.
1.6.N	Differentiate between more-nutritious and less-nutritious beverages and snacks.
1.7.N	Explain the concept of eating in moderation.
1.8.N	Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
1.9.N	Explain how good health is influenced by healthy eating and being physically active.
1.10.N	Describe how physical activity, rest, and sleep are related.
1.11.N	Identify physical, academic, mental, and social benefits of regular physical activity.
<b>Standard 2: Analyzing Influences</b>	
2.1.N	Describe internal and external influences that affect food choices and physical activity.
2.2.N	Recognize that family and cultural influences affect food choices.
2.3.N	Describe the influence of advertising and marketing techniques on food and beverage choices.
<b>Standard 3: Accessing Valid Information</b>	
3.1.N	Locate age-appropriate guidelines for eating and physical activity.
3.2.N	Interpret information provided on food labels.
<b>Standard 4: Interpersonal Communication</b>	
4.1.N	Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.
<b>Standard 5: Decision Making</b>	
5.1.N	Use a decision-making process to identify healthy foods for meals and snacks.
5.2.N	Use a decision-making process to determine activities that increase physical fitness.
5.3.N	Compare personal eating and physical activity patterns with current age-appropriate guidelines.
<b>Standard 6: Goal Setting</b>	
6.1.N	Monitor personal progress toward a nutritional goal.
6.2.N	Monitor personal progress toward a physical activity goal.
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>	



7.1.N	Identify ways to choose healthy snacks based on current research-based guidelines.
7.2.N	Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
7.3.N	Demonstrate the ability to balance food intake and physical activity.
7.4.N	Demonstrate the ability to assess personal physical activity levels.
<b>Standard 8: Health Promotion</b>	
8.1.N	Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.
<b>Standard 1: Essential Concepts</b>	
1.1.G	Describe the human cycle of reproduction, birth, growth, aging, and death.
1.2.G	Explain the structure, function, and major parts of the human reproductive system.
1.3.G	Identify the physical, social, and emotional changes that occur during puberty.
1.4.G	Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
1.5.G	Describe how HIV is and is not transmitted.
1.6.G	Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
1.7.G	Recognize that everyone has the right to establish personal boundaries.
1.8.G	Recognize that friendship, attraction, and affection can be expressed in different ways.
1.9.G	Explain that puberty and physical development can vary considerably and still be normal.
1.10.G	Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).
<b>Standard 2: Analyzing Influences</b>	
2.1.G	Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
2.2.G	Describe how heredity influences growth and development.

<sup>1</sup> Education Code (EC) Section 51933(a)(b)(c)

2.3.G	Discuss how changes during puberty affect thoughts, emotions, and behaviors.
<b>Standard 3: Accessing Valid Information</b>	
3.1.G	Recognize parents, guardians, and other trusted adults as resources for information about puberty.
3.2.G	Differentiate between reliable and unreliable sources of information about puberty.
<b>Standard 4: Interpersonal Communication</b>	
4.1.G	Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
4.2.G	Use healthy and respectful ways to express friendship, attraction, and affection.
4.3.G	Demonstrate refusal skills to protect personal boundaries.
<b>Standard 5: Decision Making</b>	
5.1.G	Describe the importance of identifying personal boundaries.
5.2.G	Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
<b>Standard 6: Goal Setting</b>	
6.1.G	Identify steps to achieve and maintain a healthy and accurate body image.
6.2.G	Develop plans to maintain personal hygiene during puberty.
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>	
7.1.G	Engage in behaviors that promote healthy growth and development during puberty.
7.2.G	Describe ways people can protect themselves against serious blood borne communicable diseases.
<b>Standard 8: Health Promotion</b>	
Skills for this content area are not identified until grades seven and eight.	
<b>Standard 1: Essential Concepts</b>	
1.1.P	Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

1.2.P	Explain how viruses and bacteria affect the immune system and impact health.
1.3.P	Describe how environmental conditions affect personal health.
1.4.P	Describe the personal hygiene needs associated with the onset of puberty.
1.5.P	Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).
1.6.P	Explain that all individuals have a responsibility to protect and preserve the environment.
<b>Standard 2: Analyzing Influences</b>	
2.1.P	Identify internal and external influences that affect personal health practices.
<b>Standard 3: Accessing Valid Information</b>	
3.1.P	Identify sources of valid information about personal health products and services.
3.2.P	Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).
<b>Standard 4: Interpersonal Communication</b>	
4.1.P	Practice effective communication skills to seek help for health-related problems or emergencies.
<b>Standard 5: Decision Making</b>	
5.1.P	Use a decision-making process to determine personal choices that promote personal, environmental, and community health.
5.2.P	Use a decision-making process to determine when medical assistance is needed.
<b>Standard 6: Goal Setting</b>	
6.1.P	Monitor progress toward a goal to help protect the environment.
6.2.P	Monitor progress toward a personal health goal.
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>	
7.1.P	Practice good personal and dental hygiene.
7.2.P	Demonstrate personal responsibility for health habits.
7.3.P	Practice strategies to protect against the harmful effects of the sun.
<b>Standard 8: Health Promotion</b>	
8.1.P	Encourage others to minimize pollution in the environment.



## Overview

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Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

**Elementary physical education programs emphasize the importance of physical activity and personal fitness.**

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools*), and fundamental game tactics are also part of the content for elementary school students.

State law requires that schools provide students in grade five with at least 200 minutes of physical education each 10 school days. Recess and lunch time do not count toward the required instructional minutes.

The grade-five physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in grade five should know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Students in grade five are entering early adolescence, and many are beginning to experience physical changes. Flexibility continues to decrease, especially in boys, presenting the need for more stretching exercises during physical education. Because of differences in growth rates, it is not uncommon for girls to be taller than boys. Fifth-grade students have sufficient eye–hand and eye–foot coordination to allow them to concentrate on improving accuracy when manipulating objects.

## What Fifth-Grade Students Should Know

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In grade four, students focused on learning and practicing manipulation skills (e.g., kicking, throwing, striking). They learned to use rackets and paddles to strike objects. They also learned about the correct technique for manipulative skills, such as body orientation when serving a ball, and to distinguish between similar skills (e.g., kicking and punting). They learned individual defensive and offensive moves. Students increased the level and frequency of their physical activity, set goals for health-related physical fitness, and monitored their improving skills and fitness. Fourth-grade students were also introduced to the concept of perceived exertion. Instruction highlighted the value of muscular endurance/strength, aerobic and flexibility exercises, and the importance of water and healthy foods to improve physical performance. Students learned to include others in physical activity and to respect differences in skill levels, as well as to accept responsibility for their own performance of physical activities and to both win and lose with dignity and respect.

## What Students Learn in Fifth Grade

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In grade five, students learn manipulative skills with an emphasis on improving accuracy and distance while efficiently manipulating objects by using body parts or implements. For example, they stop a kicked ball by trapping it with a foot and strike a dropped ball with a racket or paddle. They learn and practice offensive and defensive skills. Students create and then perform dances with intentional changes in speed and direction and rhythmic routines that involve manipulating an object. They learn fitness concepts, such as the principles of training, and how to increase their aerobic capacity. They demonstrate how to set and monitor achievable short-term and long-term goals for improved physical fitness. Students assess their health-related physical fitness and increase the amount of time and the intensity of their physical activity. They learn to work cooperatively with and respect others with differing abilities.

### **Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

For fifth-grade students, jumping is the focus of locomotor skill practice, including jumping for height, jumping for distance, and jumping a rope turned by others. They also apply locomotor skills to creative dances that combine locomotor patterns with changes in speed and direction. Building on rhythmic skills learned in earlier grades, students add the manipulation of an object to rhythmic routines set to music.

Throughout grade five, students concentrate on learning and practicing manipulative skills with an emphasis on improving accuracy. They focus on accuracy when practicing throwing, fielding, punting, striking, serving, dribbling, passing, and volleying. For example, they punt a ball at a target and volley a tossed ball to an intended location. Students also refine their trapping and catching skills. They learn how to perform manipulative skills in an open environment (one that has variables such as a defender). Students practice defensive skills such as dribbling and kicking a ball toward a goal while being guarded and avoiding an opponent as they throw an object. Becoming proficient at performing manipulative skills in an open environment prepares students for the lead-up games performed in grade six.



### **Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills described in standard 1. For example, standard 2.5 calls for students to design a routine to music, changing speed and direction while manipulating an object, and standard 1.19 calls for students to perform a routine to music that involves manipulation of an object. Students learn about the principles for designing a routine to music and then design and perform a rhythmic routine while applying those principles.

Students learn about the concept of open space, which is the basis for offensive and defensive strategies, and its importance in playing sport-related games. They learn about the phases of striking a ball (preparation, application of force, follow-through, and recovery) and how to adjust their body position to catch a ball thrown off center. They also learn about the differences in technique between applying force on liftoff and receiving force on landing when jumping for height and distance.

### **Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.**

In grade five, students perform moderate to vigorous physical activities three to four days each week for increasing periods of time and with the related goals of increasing their aerobic capacity and the amount of time they sustain continuous movement. They learn how to warm up their muscles and joints before jumping, kicking, throwing, and striking. They also learn about and perform exercises that stretch specific muscle areas in preparation for a particular physical activity. Thus, their warm-up and cool-down exercises are targeted to the planned activity or skills practice and the parts of the body that are involved in the activity. One way students develop their muscular strength/endurance is to perform an increasing number of oblique curl-ups on each side of the body and triceps push-ups. In addition, students apply what they have learned about nutrition to plan a day of healthy, balanced meals and snacks designed to enhance their performance of physical activities.

**Grade five is also the first grade level at which students must take the statewide, comprehensive health-related physical fitness test (PFT).**

Grade-five students periodically assess their health-related physical fitness, which includes aerobic capacity, muscle strength and endurance, flexibility, and body composition, using scientifically based assessments. Grade five is also the first grade level at which students must take the statewide, comprehensive health-related physical fitness test (PFT). The primary goal of the PFT is to assist students in establishing lifetime habits of regular physical activity. (See the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/> for additional information about the PFT.)

### **Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Similar to the relationship between standards 1 and 2, standard 4 provides the cognitive information to support the fitness activities described in standard 3. Students in grade five are interested in learning about the human body and how to improve their performance in physical education. The content students learn in grade five reflects this interest and emphasizes fitness concepts, aerobic capacity, and body composition.

Students are given the results of their most recent health-related physical fitness assessment and instructed to identify one or more ways to improve performance in those areas where minimum standards were not met. Based on the assessment results, and with guidance from their teacher, students develop short-term and long-term fitness goals. They also analyze their food intake and make a plan to replace foods with healthier choices and adjust quantities to improve their performance in physical activity. They learn about the effects of dehydration on their physical and mental performance and learn to record their water intake to ensure they drink sufficient amounts.

Students learn about target heart-rate range, how to measure their heart rate, and to determine the intensity of their physical activity using the concept of perceived exertion. They measure and compare their heart rates with their perceived-exertion levels so they learn what being in their target heart-rate zones feels like. They also learn about and practice using technology (e.g., heart monitors, pedometers) that can help them achieve physical fitness.

In grade five, students learn why body weight is maintained when calorie intake is equal to the calories expended. They also learn about the short-term and long-term benefits of maintaining a healthy body composition.

## **Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

Students in grade five set and work toward a long-term physical activity goal with guidance from their teacher. The teacher ensures that the students' goals are clear, measurable, and achievable. Students record their progress, and the teacher reviews it and suggests adjustments if the student is not making progress toward the goal. Students also set two additional goals—a health-related physical fitness goal and a motor skills goal—both of which they strive to attain outside of school hours.

Students learn to distinguish between acts of physical courage and physically reckless acts and the key characteristics of each. They also learn to demonstrate how to act in a safe and healthy manner when confronted by negative peer pressure and the temptation to act recklessly during physical activity. Students learn and demonstrate social skills by adapting physical activities to accommodate individual differences and by showing appreciation for games and activities reflecting diverse heritages. They learn how to acknowledge others' contributions while also contributing their own ideas during cooperative problem-solving activities.

### **Support for English Learners**

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The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools*, Chapter 7, "Universal Access," for more information.)

**Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., volley a tossed ball, serve a lightweight ball over a low net)...**

Physical education instruction provides opportunities for students to develop their English-language skills. Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., *volleying* a tossed ball, *serve* a lightweight ball over a low net) and demonstrations of manipulative skills that include labeling the steps of the skill (e.g., "Bend the knees halfway"; "Shift weight from heels to balls of feet"). Instruction that draws attention to cognates (e.g., *flexibility/flexibilidad*, *intensity/intensidad*) can help students understand domain-specific and academic vocabulary.

Participating in small-group activities and modified team games, coaching other students, discussing rules, and speaking and listening about physical education concepts and principles also provide opportunities for English learners to acquire academic vocabulary and practice both informal and formal English.

### **Support for Students with Special Needs**

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Successful participation in physical activities by students with special needs depends on the teacher's skill and training in providing instruction and support to all students. When systematically planned differentiation

strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student’s 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student’s need. See the *Physical Education Framework for California Public Schools*, Chapter 7, “Universal Access,” for more information. The framework is posted at <http://www.cde.ca.gov/ci/pe/cf/index.asp>.

## The Standards

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The following fifth-grade physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

Physical Education Model Content Standards Grade Five	
<b>STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b>	
<b>Body Management</b>	
1.1	Perform simple small-group balance stunts by distributing weight and base of support.
<b>Locomotor Movement</b>	
1.2	Jump for height, using proper takeoff and landing form.
1.3	Jump for distance, using proper takeoff and landing form.
<b>Manipulative Skills</b>	
1.4	Enter, jump, and leave a long rope turned by others.
1.5	Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
1.6	Throw and catch an object underhand and overhand while avoiding an opponent.
1.7	Field a thrown ground ball.
1.8	Punt a ball, dropped from the hands, at a target.



1.9	Stop a kicked ball by trapping it with the foot while moving.
1.10	Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
1.11	Hit a softly tossed ball backhanded with a paddle or racket.
1.12	Strike a tossed ball, with different implements, from a side orientation.
1.13	Serve a lightweight ball over a low net, using the underhand movement pattern.
1.14	Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
1.15	Dribble a ball and kick it toward a goal while being guarded.
1.16	Pass a ball back and forth with a partner, using a chest pass and bounce pass.
1.17	Volley a tossed ball to an intended location.
<b>Rhythmic Skills</b>	
1.18	Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
1.19	Design and perform a routine to music that involves manipulation of an object.
<b>Movement Concepts</b>	
2.1	Explain the importance of open space in playing sport-related games.
2.2	Explain the differences in applying and receiving force when jumping for height and distance.
<b>Body Management</b>	
2.3	Explain how to adjust body position to catch a ball thrown off-center.
<b>Manipulative Skills</b>	
2.4	Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.
<b>Rhythmic Skills</b>	
2.5	Design a routine to music, changing speed and direction while manipulating an object.

<b>Fitness Concepts</b>	
3.1	Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
3.2	Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.
<b>Aerobic Capacity</b>	
3.3	Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.
<b>Muscular Strength/Endurance</b>	
3.4	Perform an increasing number of oblique curl-ups on each side.
3.5	Perform increasing numbers of triceps push-ups.
<b>Flexibility</b>	
3.6	Perform flexibility exercises that will stretch particular muscle areas for given physical activities.
<b>Body Composition</b>	
3.7	Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.
<b>Assessment</b>	
3.8	Assess health-related physical fitness by using a scientifically based health-related fitness assessment.
3.9	Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.
<b>Fitness Concepts</b>	
4.1	Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
4.2	Explain why dehydration impairs temperature regulation and physical and mental performance.
4.3	Develop and describe three short-term and three long-term fitness goals.

4.4	Examine 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.
4.5	Explain the elements of warm-up and cool-down activities.
4.6	Record water intake before, during, and after physical activity.
4.7	Describe the principles of training and the application to each of the components of health-related physical fitness.
<b>Aerobic Capacity</b>	
4.8	Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
4.9	Determine the intensity of personal physical activity, using the concept of perceived exertion.
4.10	Compare target heart rate and perceived exertion during physical activity.
4.11	Measure and record the heart rate before, during, and after vigorous physical activity.
4.12	Explain how technology can assist in the pursuit of physical fitness.
<b>Muscular Strength/Endurance</b>	
4.13	Explain the benefits of having strong arm, chest, and back muscles.
<b>Flexibility</b>	
4.14	Explain the benefits of stretching after warm-up activities.
<b>Body Composition</b>	
4.15	Explain why body weight is maintained when calorie intake is equal to the calories expended.
4.16	Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.
<b>Self-Responsibility</b>	
5.1	Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
5.2	Work toward a long-term physical activity goal and record data on one's progress.
5.3	Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.4	Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
<b>Social Interaction</b>	
5.5	Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
5.6	Acknowledge orally the contributions and strengths of others.
<b>Group Dynamics</b>	
5.6	Accommodate individual differences in others' physical abilities in small-group activities.
5.7	Appreciate physical games and activities reflecting diverse heritages.



## Overview

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To succeed in the twenty-first century, today’s students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and in world languages and cultures. California schools teach a wide variety of languages spoken throughout the world, as well as American Sign Language (ASL). Because every language is a “foreign” language to those who do not know it, the term used in this document and in the standards is “world” languages.

Students no longer simply learn about languages and cultures; rather, they are provided with opportunities to learn languages and cultures through participation in communicative interactions that prepare them for real-world language use and global citizenship. Language learning needs to be a lifelong endeavor.

**To succeed in the twenty-first century, today’s students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and in world languages and cultures.**

## What Fifth-Grade Students Should Know

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Although world language instruction is not a required subject for the elementary grades, instruction in world languages is encouraged to begin as soon as possible. Some fifth-grade students may have participated in language instruction in the earlier grades, but many will have had no formal instruction in another language. However, because of the diversity of students in California, most classrooms will include students who bring a rich variety of languages and cultures with them. Students may have learned a heritage language in their homes, be recent immigrants, or acquired the ability to understand and/or produce one or more languages through contact in their communities or abroad.

## What Students Learn in Fifth Grade

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The variety of languages and cultures in California classrooms provides opportunities to learn about and celebrate the contributions of many people to the local community and reinforce lessons from fifth-grade history–social science.

California schools offer a variety of language programs, some beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs in language instruction include the following types:

- Immersion—a program in which at least 50 percent of the core curriculum instruction is in the target language.
- Foreign Language in the Elementary School (FLES)—a program that provides instruction for a minimum of 70 minutes a week. The goal is to develop proficiency in language and culture.

- Foreign Language Experience (FLEX)—a program that exposes students to the study of a language or languages and cultures to motivate them to pursue further study of a language.

These programs differ substantially in the number of hours allocated for instruction. All programs need to be age-appropriate in order to address students' cognitive, emotional, and social needs. Programs for heritage and native speakers may include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the world language classroom.

## Organization of the Standards

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The world language content standards, adopted by the State Board of Education in 2009, represent a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The standards present the knowledge, skills, and abilities in a world language that all learners of a world language should acquire in the California public school system.

Because of the considerable number of languages spoken in California schools, the world language content standards were developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the world language contents standards are not language-specific. In addition, because of the various levels of student proficiency and the variety of California's language programs, the world language content standards are not designated for specific grade levels; instead, they describe levels of linguistic and cultural acquisition. The standards provide an organizing principle to ensure the continuous development of student proficiency, regardless of the multiple points of entry and exit from California's language programs. For these reasons, this section is also general and not specific to fifth grade, focusing on the organization of the world language standards and the beginning level of language proficiency.

The standards are separated into five categories and four stages or levels of proficiency. The five categories are taught together and in practice merge into seamless instruction within the various stages. The categories are Content, Communication, Cultures, Structures, and Settings.



### Content

The content of the language course includes vocabulary from a wide variety of topics that are age- and stage-appropriate. This content enables students to make connections and reinforce knowledge from other areas of the curriculum and to participate in everyday social interactions in the target language. As students develop their ability to communicate in the target language and culture, they address topics that increase in complexity.

### Communication

Real-world communication occurs in a variety of ways. It may be interpersonal, in which listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. Or it may be presentational, in which speaking, signing, and writing occur. Students actively use language to transmit meaning while responding to real situations.

## Cultures

To understand the connection between language and culture, students learn how a culture views the world. Students understand the ideas, attitudes, and values that shape that culture. These shared, common perspectives, practices, and products incorporate not only formal aspects of a culture—such as contributions of literature, the arts, and science—but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. Students acquire the ability to interact appropriately with individuals in the target culture, to communicate successfully, and to make connections and comparisons between languages and cultures.

## Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the curriculum will feature language-specific structures essential to accurate communication. As they acquire vocabulary in the target language, students grasp the associated concepts and understand the structures of the language to convey meaning. Students learn patterns in the language system, which consist of grammar rules and vocabulary and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress in proficiency with language, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

**As they progress in proficiency with language, students use linguistically and grammatically appropriate structures to comprehend and produce messages.**

## Settings

For students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

## Stages of Proficiency

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The world language content standards describe four levels of proficiency for each of the five categories. These levels of proficiency are based on the stages of the Language Learning Continuum, a framework developed by the College Board to indicate growth in linguistic and cultural proficiency. The stages provide benchmarks of progress:

- Stage I (Formulaic): Learners understand and produce signs, words, and phrases. (*Note:* It is common in the elementary school context for nonheritage learners to remain in Stage I for an extended period of time.)
- Stage II (Created): Learners understand and produce sentences and strings of sentences.

- Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes Stage V (Tailored) proficiency, which represents performance typically achieved through university-level study. Stage V is not included in the standards.

## The Standards

The world language content standards, adopted by the California State Board of Education on January 7, 2009, are organized by stage, not by grade level. Most fifth-grade students would be at Stage I, so only those standards are listed below. For a complete list of the standards for all four stages, view the world language content standards posted on the CDE Content Standards Web page <http://www.cde.ca.gov/be/st/ss/>.

World Language Content Standards Stage I	
Content	
1.0	Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1	Students address discrete elements of daily life, including: <ul style="list-style-type: none"> <li>a. Greetings and introductions</li> <li>b. Family and friends</li> <li>c. Pets</li> <li>d. Home and neighborhood</li> <li>e. Celebrations, holidays, and rites of passage</li> <li>f. Calendar, seasons, and weather</li> <li>g. Leisure, hobbies and activities, songs, toys and games, sports</li> <li>h. Vacations and travel, maps, destinations, and geography</li> <li>i. School, classroom, schedules, subjects, numbers, time, directions</li> <li>j. Important dates in the target culture</li> <li>k. Jobs</li> <li>l. Food, meals, restaurants</li> <li>m. Shopping, clothes, colors, and sizes</li> <li>n. Parts of the body, illness</li> <li>o. Technology</li> </ul>
Communication	
1.0	Students use <b>formulaic language</b> (learned words, signs [ASL], and phrases).
1.1	Engage in oral, written, or signed (ASL) conversations.



1.2	Interpret written, spoken, or signed (ASL) language.
1.3	Present to an audience of listeners, readers, or ASL viewers.
<b>Functions</b>	
1.4	List, name, identify, enumerate.
1.5	Identify learned words, signs (ASL), and phrases in authentic texts.
1.6	Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.
1.0	Students use appropriate responses to rehearsed cultural situations.
1.1	Associate products, practices, and perspectives with the target culture.
1.2	Recognize similarities and differences within the target cultures and among students' own cultures.
1.3	Identify cultural borrowings.
1.0	Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1	Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2	Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
1.0	Students use language in highly predictable common daily settings
1.1	Recognize age-appropriate cultural or language-use opportunities outside the classroom.



## Overview

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School libraries have evolved from having a focus on print materials to providing a rich selection of resources, both print and digital; from students learning how to search a card catalog to learning strategies for searching a variety of digital resources and using Web browsers; from basic literacy to information literacy (the ability to access, evaluate, and use information effectively). However, the skills learned from print transcend their use in books alone. “Students who understand systems of text organization are better equipped to use the Internet as it is today. Most notably, they expect worthy resources to have order. This may drive them to probe complex web sites, which, for all their bells and whistles, are fundamentally arranged like reference books, with A-Z lists and topical divisions” (Preston 2009, 80).



California *Education Code* Section 18100 reinforces the essential role of school libraries:

The governing board of each school district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency.

The following describes what fifth-grade students should know and be able to do as a result of having an effective school library program at their school.

## What Fifth-Grade Students Should Know

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Fourth-grade students used standard reference tools in print and online. They understand and can explain the organization of nonfiction books in the school library (e.g., the Dewey decimal system).

Students became more knowledgeable about online searching, use of electronic menus and icons, and URL Internet extensions (e.g., *.com*, *.org*, *.edu*, *.gov*) while using approved or personal passwords appropriately. Students are now aware that the Internet has an environment of anonymity and not everyone on the Internet is truthful or reliable.

Students in fourth grade extracted information from resources, recording the main ideas and significant details from their research. In fourth grade, students identified the factors that make a source comprehensive, current, credible, accurate, and authoritative. Students communicated with others outside the school environment through the use of technology to share information.

Students read increasingly complex works, including a wide representation of grade-level-appropriate text such as classic and contemporary literature, magazines, newspapers, online information, and informational text. They know the purpose of age-appropriate book awards such as the Caldecott, Newbery, and California Young Reader awards.

## What Students Learn in Fifth Grade

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Fifth-grade students continue to read a wide variety of grade-level-appropriate text, both in print and online. In fifth grade, students understand how features of both print and digital text make information accessible and use these specialized text features to locate relevant information. They use appropriate reference materials, including the thesaurus, to obtain needed information. Students are able to define the topic of a research investigation and create and use complex key-word searches to locate specific information online. Fifth-grade students are comfortable locating materials in the library, including biographies, using the library catalog and the library classification system.

Scanning and skimming skills are used to locate relevant information within resources. Students evaluate the source and the information for accuracy, credibility and relevance. They determine whether the information confirms or changes their original questions and whether more information is needed. When necessary, students use more than one resource to verify and determine accuracy. They also record bibliographic information in an acceptable format.

**Media literacy continues as students describe how media resources can serve as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.**

Media literacy continues as students describe how media resources can serve as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Fifth-grade students use basic safety procedures when online. They demonstrate legal and ethical behavior in information use while understanding and respecting personal intellectual property. Students recognize suspicious online offers and invitations such as spam and phishing.

An added benefit for students is when the classroom teacher and school librarian collaborate to plan and implement a lesson that addresses different content areas. An example of a possible lesson that includes science, English language arts, and school library standards is provided below.

### Sample Collaborative Lesson

Standards:

- Science 4.c Students know the causes and effects of different types of severe weather.
- ELA RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- SLS 1.3.e Use appropriate reference materials, both print and online, to obtain needed information.
- SLS 3.1.a Record bibliographic information in an acceptable format.

In their science class, students learn basic information about the causes of different types of weather. The teacher provides a list of specific instances of severe weather that took place in various parts of the world. Students choose one weather event to study further. In the library, students are introduced to several reference materials, both in print and online, and to other resources, such as online newspaper and magazine databases. Students are taught the appropriate format for recording bibliographic information before beginning their searches. After locating relevant information, students take notes and record the bibliographic information for each source. Students write a report, including pictures, data, and a bibliography, on the causes and effects of the incident of severe weather.

## The Standards

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The model school library standards incorporate information literacy (the ability to access, evaluate, and use information effectively) and digital literacy (the ability to use digital technology, communications tools, or networks to access, manage, integrate, evaluate, create, and communicate) to enable students to function in a knowledge-based economy and society. They describe what students should know and be able to do by the end of fifth grade.

The standards are organized around four overarching concepts. Detailed standards explain what each student is expected to have successfully achieved. In addition, students are expected to have mastered the standards for previous grades and continue to use those skills and knowledge as they advance in school.

School library standards are aligned with many content standards in the subject areas included in the course of study and are best learned through the content. The following fifth-grade model school library content standards were adopted by the California State Board of Education on September 10, 2010.

<b>Model School Library Content Standards Grade Five</b>	
<b>1. Students access information.</b> The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.	
<b>1.1 Recognize the need for information:</b>	
1.1.a	Define the topic of a research investigation.
<b>1.2 Formulate appropriate questions:</b>	
1.2.a	Formulate and refine questions that cover the necessary scope and direction of the investigation.
1.2.b	Use key words, phrases, and notes to create an outline.
<b>1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:</b>	
1.3.a	Use a thesaurus to identify word choices and meanings to facilitate research.
1.3.b	Interpret information from the automated library catalog.
1.3.c	Use call numbers, spine labels, and the library classification system to locate information in the library.
1.3.d	Identify a variety of online information sources.
1.3.e	Use appropriate reference materials, both print and online, to obtain needed information.

1.3.f	Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes).
1.3.g	Use features of electronic text for locating information (e.g., indexes, key words, <i>see</i> and <i>see also</i> cross references).
1.3.h	Use the library catalog to locate biographies available in the library.
1.3.i	Create and use complex key word searches to find specific information online.
<b>1.4 Retrieve information in a timely, safe, and responsible manner:</b>	
1.4.a	Compare and contrast information obtained from library catalogs, subscription databases, and open-ended search engines on the Internet.
1.4.b	Use scanning and skimming skills to locate relevant information.
1.4.c	Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary).
<b>2.1 Determine relevance of information:</b>	
2.1.a	Assess how new information confirms and/or changes the original questions (e.g., what I know, what I want to know, and what I learned [KWL] chart).
<b>2.2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources:</b>	
2.2.a	Describe how media resources serve as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
2.2.b	Identify and assess evidence that supports the main ideas and concepts presented in texts.
2.2.c	Evaluate Internet resources for accuracy, credibility, and relevance.
<b>2.3 Consider the need for additional information:</b>	
2.3.a	Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search.
2.3.b	Ask questions that seek information not already located.

<b>3.1 Demonstrate ethical, legal, and safe use of information in print, media, and digital resources:</b>	
3.1.a	Record bibliographic information in an acceptable format.
3.1.b	Demonstrate an understanding of and show respect for personal intellectual property.
3.1.c	Demonstrate legal and ethical behavior in information use.
3.1.d	Use basic safety procedures when online (e.g., e-mailing, texting, chatting).
3.1.e	Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests).
<b>3.2 Draw conclusions and make informed decisions:</b>	
3.2.a	Use more than one resource, when needed, to verify and determine accuracy.
<b>3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:</b>	
3.3.a	Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing.
<b>4.1 Read widely and use various media for information, personal interest, and lifelong learning:</b>	
4.1.a	Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
<b>4.2 Seek, produce, and share information:</b>	
4.2.a	Demonstrate maturity in consideration of others, both in person and during communications and interactions using technology.
4.2.b	Understand the basic components of information literacy, (e.g., identify, access, evaluate, and use information effectively).
<b>4.3 Appreciate and respond to creative expressions of information:</b>	
4.3a	Understand that <i>genre</i> is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speeches).