

5th Grade Standards 2019-2020

Items in blue are not on the report card

Skills for Successful Learners

- Demonstrates consistent effort
- Completes class work in a timely manner
- Follow through with at home practice
- Seeks help appropriately when needed
- Demonstrates independence
- Works cooperatively with adults
- Works collaboratively with peers
- Demonstrates appropriate behavior
- Resolves conflicts appropriately
- Organizes self and materials
- Produces quality work
- Follows directions
- Approaches learning with perseverance

English Language Arts - Reading

- Quotes accurately from a literary text
- Determines themes and summarizes literary texts
- Compares and contrasts characters, settings, or events
- Quotes accurately from an informational text
- Determines main ideas of a text and supports with details
- Compares and contrasts overall structure or texts
- Applies grade level phonics and word analysis to decode words

Standards Taught:

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.

- Reads with accuracy and fluency to support comprehension

Standards Taught:

Read grade-level text with purpose and understanding.
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts - Writing

- Writes opinion pieces with supporting reasons and information

Standards Taught:

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.
Provide logically ordered reasons that are supported by facts and details.
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Provide a concluding statement or section related to the opinion presented.

- Writes informative/explanatory texts

Standards Taught:

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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.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Writes narratives using effective technique, descriptive detail, and clear event sequences

Standards Taught:

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Produces clear and coherent writing with appropriate development and organization

Uses evidence to support analysis, reflection, and research

Standards Taught:

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]”).

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]”).

English Language Arts - Language Usage

Engages effectively in a range of collaborative discussions

Standards Taught:

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.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Summarizes a text presented visually and orally

Reports on a topic logically with appropriate facts/details

Uses knowledge of language and its conventions

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Standards Taught:

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Demonstrates understanding of figurative language, word relationships, and nuances in word meanings

Standards Taught:

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Mathematics

Uses parenthesis, brackets or braces in numerical expressions, and evaluates expressions with these symbols

Understands the place value system

Standards Taught:

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.

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.

Read, write, and compare decimals to thousandths.

Use place value understanding to round decimals to any place.

Performs operations with multi-digit whole numbers and with decimals to hundredths

Standards Taught:

Fluently multiply multi-digit whole numbers using the standard algorithm.

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.

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.

Uses equivalent fractions as a strategy to add and subtract fractions

Standards Taught:

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. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

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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. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

Divides unit fractions by whole numbers

Converts like measurement units within a given measurement system

Standards Taught:

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 problems.

Understands concepts of volume

Standards Taught:

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Graphs points on the coordinate plane to solve problems

Standards Taught:

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

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.

Applies Standards for Mathematical Practices in daily work

Standards Taught:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically

Attend to precision.

Look for and make use of structure

Look for and express regularity in repeated reasoning

6th Grade Math Standards for PlusMath Students Only

Understands ratio concepts and uses ratio reasoning to solve problems

Standards Taught:

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Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Applies and extends previous understanding of multiplication and division to divide fractions by fractions

Standards Taught:

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?.

Applies and extends previous understanding of numbers to the system of rational numbers

Standards Taught:

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

Understand ordering and absolute value of rational numbers.

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Applies and extends previous understanding of arithmetic to algebraic expressions

Standards Taught:

Write and evaluate numerical expressions involving whole-number exponents.

Write, read, and evaluate expressions in which letters stand for numbers.

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Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Reasons about and solves one-variable equations and inequalities

Standards Taught:

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represents and analyzes relationships between dependent and independent variables in tables, graphs and equations

Standards Taught:

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For e

Solves real-world and mathematical problems involving area, surface area, and volume

Standards Taught:

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

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Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world problems.

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Develops understanding of statistical variability

Standards Taught:

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarizes and describes distributions

Standards Taught:

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Summarize numerical data sets in relation to their context, such as by:

Reporting the number of observations.

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered

Science

Earth and Sun: Interactive Scientific Investigations

Standards Taught:

Support an argument that the apparent brightness of the Sun and stars is due to their relative distances from Earth.

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Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.

Develop a model to describe that matter is made of particles too small to be seen.

Support an argument that the gravitational force exerted by Earth on objects is directed down.

Living Systems: Interactive Scientific Investigations

Standards Taught:

Support an argument that plants get the materials they need for growth chiefly from air and water.

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Use a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS3-1a - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Mixtures and Solutions: Interactive Scientific Investigations

Standards Taught:

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Make observations and measurements to identify materials based on their properties.

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Develop a model to describe that matter is made of particles too small to be seen.

Engineering, Technology, and Science Practices

Standards Taught:

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

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Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

Describes the life of peoples living in North America before European exploration

Standards Taught:

Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

Identifies the causes and consequences of European exploration and colonization

Standards Taught:

Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

Compares regional settlement patterns and developments in the colonies

Standards Taught:

Describe significant developments in the Southern colonies including: Patterns of settlement and control including the impact of geography (landforms and climate) on settlement; Establishment of Jamestown; Development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia); Relationships with American Indians (e.g., Powhatan); Development of colo

Describe significant developments in the New England colonies, including: Patterns of settlement and control including the impact of geography (landforms and climate) on settlement; Relations with American Indians (e.g., Pequot/King Phillip's War); Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies; The development of government including establishment of

Describe significant developments in the Middle Colonies, including: Patterns of settlement and control including the impact of geography (landforms and climate) on settlement; The growth of Middle Colonies economies; The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies; Immigration patterns leading to ethnic diversity

Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies

Identifies the major reasons for the American Revolution

Standards Taught:

Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

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Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so

Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses, and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

Analyzes the development of the Constitution

Standards Taught:

Describe the powers of the national government and state governments under the Articles of Confederation.

Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).

Explain why the Constitutional Convention was convened and why the Constitution was written.

Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).

Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).

Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

Health Education

Social and Emotional Health

Standards Taught:

Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

Describe how to get help from an adult when someone is in danger of hurting self or others.

Demonstrate strategies to manage strong feelings.

Predict situations that might lead to trouble, including violence.

Demonstrate strategies to avoid situations that might lead to trouble.

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Demonstrate the ability to manage harassment, including getting help from a trusted adult.

Set a personal goal and plan the steps necessary to achieve the goal.

Describe the characteristics of people who can help make decisions and solve problems.

Explain the decision making and problem solving steps.

Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

Demonstrate effective listening strategies.

Demonstrate how to communicate assertively.

Apply the steps of conflict resolution to a real or hypothetical situation.

Advocate for a caring school environment.

Safety

Standards Taught:

Explain the importance of respecting personal space and boundaries.

Describe the characteristics of appropriate and inappropriate touch.

Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Describe hazards related to sun, water, and ice.

Demonstrate how to ask a trusted adult for help.

Analyze situations to predict safety hazards when home alone and in public places

Apply strategies to avoid personally unsafe situations.

Apply strategies to be safe in the sun and when around water and ice.

Develop plans to stay safe when home alone and in public places.

Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Substance Abuse Education

Standards Taught:

Describe poison safety rules for household products.

Describe the short- and long-term physical effects of using tobacco and inhalants.

Describe health benefits of abstaining from or stopping tobacco use.

Recognize that it is hard to stop using tobacco.

Compute the economic cost of tobacco use.

Explain school policies and community laws related to the sale and use of tobacco products.

Describe how use of alcohol and other drugs impairs safe driving.

Apply effective strategies to avoid exposure to inhalants.

Apply strategies to avoid riding with an impaired driver.

Analyze the accuracy of information conveyed in the media about tobacco use.

Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.

Analyze how families and peers may influence choices about using tobacco and inhalants.

Analyze the positive and negative choices one can make about using tobacco and alcohol.

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Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.

Personal Health and Wellness

Standards Taught:

Analyze the physical, emotional, mental, and social importance of keeping the body clean.

Analyze media influences related to hygiene products.

Develop a plan to keep the body clean.

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Exhibits responsible personal and social behavior that respects self and others.

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Actively engages in physical education with an appropriate level of effort.

Spanish

Cultural Understanding

Standards Taught:

Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Products and Perspectives: Students demonstrate an un

Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.

Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Listening

Standards Taught:

I can understand simple information when presented with pictures and graphs.

I can understand questions or statements on familiar topics.

Speaking

Standards Taught:

I can present basic information about things I have learned using phrases and simple sentences.

I can communicate basic information about myself and people I know.

I can communicate with others in everyday situations.

I can tell someone where something is located.

Writing

Standards Taught:

I can write about my daily activities using learned phrases and memorized expres

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I can write information using phrases and simple sentences.

I can write short notes using phrases and simple sentences.

Reading

Standards Taught:

I can understand short, simple descriptions with the help of pictures or graphs.

I can understand short simple messages on familiar topics.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness

Arts

Creating

Standards Taught:

Combine ideas to generate an innovative idea for art-making.

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Experiment and develop skills in multiple art-making techniques and approaches through practice.

Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Identify, describe, and visually document places and/or objects of personal significance.

Create artist statements using art vocabulary to describe personal choices in art-making.

Presenting

Standards Taught:

Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Responding

Standards Taught:

Compare one's own interpretation of a work of art with the interpretation of others.

Identify and analyze cultural associations suggested by visual imagery.

Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Connecting

Standards Taught:

Apply format and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

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Character: Respect, Responsibility, Kindness

Student engagement and/or participation

Vocal Music

Connect

Standards Taught:

Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

Respond

Standards Taught:

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Perform

Standards Taught:

When analyzing selected music, read and perform using standard notation.

Apply teacher-provided and established criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

Create

Standards Taught:

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness

Instrumental Music

Musical Concepts

Standards Taught:

Instrument Technique

Students will demonstrate an understanding of good posture, good playing position, and good breath, bow or stick control.

Students will demonstrate an understanding of pitch, rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Music Reading

Students will demonstrate an understanding of whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Students will demonstrate an understanding of a letter system to read pitch notation in the clef for their instrument in major keys.

Students will demonstrate an understanding of standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Musicology

Students will demonstrate an understanding of music terminology, music notation, music instruments and voices, and music performances.

Students will demonstrate an understanding of how instruments and voices are categorized.

Application of Skills

Standards Taught:

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Instrument Technique

Students will perform on their instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.

Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Students will perform rhythmic and melodic patterns when presented aurally.

Students will demonstrate ensemble techniques by blending timbre, matching dynamic levels, and responding to the cues of the conductor.

Students will perform independent instrumental parts while other students sing or play contrasting parts.

Music Reading

Students will read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Students will use a letter system to read pitch notation in the clef for their instrument in major keys.

Students will identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

Students will use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Musicology

Students will use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Students will identify the sounds of a variety of instruments, including many orchestra and band instruments.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness