



GRADE FIVE

ENGLISH LANGUAGE ARTS/READING

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 1.3 A. decode unknown words in text using structural analysis through
 1. spelling patterns [NS 1.5.3]
 2. base words [NS 1.5.3]
 3. root words [NS 1.5.3]
 4. suffixes (e.g., ~ity, ~ive, ~ist, ~ant, ~ent) [NS 1.5.3]
 5. prefixes (e.g., fore~, pro~, co~, il~, en~, sub~) [NS 1.5.3]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

6. syllables [NS 1.5.3]
 7. syllabication rules and patterns
 8. compound words [NS 1.5.3]
- B. decode unknown multisyllabic words

VOCABULARY DEVELOPMENT

It is expected that students will:

- (5) 1.4
- A. comprehend, build, and extend vocabulary using
 1. context clues (e.g., definitions, examples) [PS/NS 1.5.4]
 2. structural analysis (e.g., regular/irregular plurals, singular/plural possessives, comparative/superlatives, pronoun antecedents) [PS/NS 1.5.4]
 3. homographs [NS 1.5.4]
 4. homophones [NS 1.5.4]
 5. homonyms
 6. syntax [NS 1.5.4]
 7. parts of speech [NS 1.5.4]
 8. synonyms [NS 1.5.4]
 9. antonyms [NS 1.5.4]
 10. content area words
 - B. apply alphabetic order to locate words in resources [NS 1.5.4]
 - C. use resources to find pronunciations and/or confirm meaning of unknown words and word origins (e.g., glossary, dictionary, thesaurus)
 - D. identify differences between connotative and denotative meaning in text [NS 1.5.4]
 - E. build vocabulary using
 1. pictures [NS 1.5.4]
 2. symbols [NS 1.5.4]
 3. classification and categorizing
 - F. use resources, with assistance, to find and/or confirm meanings (e.g., Greek and Latin word roots and affixes) [NS 1.5.4]
 - G. develop vocabulary through meaningful experiences (e.g., listen to and discuss selections read aloud, wide reading, discussion of word meanings, interactive activities, examples and non-examples)

FLUENCY AND COMPREHENSION

It is expected that students will:

- (5) 1.5
- A. apply knowledge of content-specific vocabulary in text to build comprehension [PS/NS 1.5.5]
 - B. read silently and/or aloud fluently with a focus on
 1. prosody [PS/NS 1.5.5]
 2. accuracy [PS/NS 1.5.5]
 3. automaticity [PS/NS 1.5.5]
 4. reading rate (see fluency chart in Resource Section) [PS/NS 1.5.5]
 5. adjust reading rate to suit reading purpose and difficulty of text

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- C. apply knowledge of high frequency words in text to build fluency and comprehension [NS 1.5.5]
- D. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, plays, poetry, biographies, myths, articles, manuals, encyclopedias, realistic fictions, electronic resources)
 - 1. read silently daily
 - 2. select books appropriate to purpose and reading ability
 - 3. read to locate information and solve problems
- E. read, listen to, and discuss a variety of literary and expository text
- F. participate in differentiated, small-group instruction regularly

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 2.1 A. select before-reading strategies appropriate to text and purpose
 - 1. preview text (e.g., author/illustrator, key vocabulary, text features) [NS 2.5.1]
 - 2. access prior knowledge [NS 2.5.1]
 - 3. build background knowledge [NS 2.5.1]
 - 4. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.5.1]
 - 5. make predictions [NS 2.5.1]
 - 6. determine reading rate [NS 2.5.1]
 - 7. determine text type (e.g., literary, informational, persuasive, functional) [PS/NS 2.5.1]
 - 8. choose appropriate graphic organizer

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 2.2 A. select during-reading strategies appropriate to text and purpose
 - 1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.5.2]
 - 2. make, confirm, and revise predictions [NS 2.5.2]
 - 3. understand and use key vocabulary [NS 2.5.2]
 - 4. identify main idea and supporting details [NS 2.5.2]
 - 5. make inferences [NS 2.5.2]
 - 6. know when meaning is lost

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

7. adjust reading rate [PS/NS 2.5.2]
8. apply knowledge of text type [NS 2.5.2]
9. clarify understanding of text (e.g., take notes, generate questions, discuss, check other sources)
10. make connections to personal experiences and knowledge
11. visualize/create mental images
12. use appropriate graphic organizer

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 2.3 A. select after-reading strategies appropriate to text and purpose
1. recall details/facts [PS/NS 2.5.3]
 2. restate main ideas [PS/NS 2.5.3]
 3. organize information (e.g., graphic organizer, outline) [PS/NS 2.5.3]
 4. record information [PS/NS 2.5.3]
 5. synthesize text [PS/NS 2.5.3]
 6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.5.3]
 7. evaluate the effectiveness of reading strategies [PS/NS 2.5.3]
 8. connect, compare, and contrast story elements

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

SETTING AND PLOT

It is expected that students will:

- (5) 3.1 A. explain
1. setting [PS/NS 3.5.1]
 2. sequence of events [PS/NS 3.5.1]
 3. conflict [PS/NS 3.5.1]
 4. climax [PS/NS 3.5.1]
 5. resolution [PS/NS 3.5.1]
 6. turning point [PS/NS 3.5.1]
- B. describe internal and external conflict [PS/NS 3.5.1]
- C. describe main plot and subplots [PS/NS 3.5.1]
- D. describe how one event may cause another event [PS/NS 3.5.1]
- E. make inferences and draw conclusions about setting and plot based on evidence [PS/NS 3.5.1]
- F. describe, with assistance, plot development with a focus on
1. exposition [NS 3.5.1]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

2. rising action [NS 3.5.1]
 3. falling action [NS 3.5.1]
- G. explain an author's use of flashback with assistance [NS 3.5.1]
- H. explain an author's use of foreshadowing with assistance [NS 3.5.1]

CHARACTERIZATION

It is expected that students will:

- (5) 3.2
- A. describe physical and personality traits [PS/NS 3.5.2]
 - B. describe the motivation for a character's actions [PS/NS 3.5.2]
 - C. make inferences and draw conclusions about a character(s) based on evidence [PS/NS 3.5.2]
 - D. identify the
 1. protagonist [NS 3.5.2]
 2. antagonist [NS 3.5.2]
 - E. identify elements of characterization with assistance [NS 3.5.2]

THEME

It is expected that students will:

- (5) 3.3
- A. describe a theme based on evidence [PS/NS 3.5.3]
 - B. explain a lesson learned based on events and/or a character's actions [PS/NS 3.5.3]
 - C. compare stated or implied themes in a variety of works

POINT OF VIEW

It is expected that students will:

- (5) 3.4
- A. describe an example of first-person point of view [PS/NS 3.5.4]
 - B. identify third-person limited point of view [PS/NS 3.5.4]
 - C. identify third-person omniscient point of view [PS/NS 3.5.4]
 - D. distinguish between third-person limited and third-person omniscient point of view with assistance [NS 3.5.4]

LANGUAGE

It is expected that students will:

- (5) 3.5
- A. explain the use of
 1. imagery [PS/NS 3.5.5]
 2. figurative language (e.g., simile, metaphor, personification) [PS/NS 3.5.5]
 3. sound devices [PS/NS 3.5.5]
 4. dialect [NS 3.5.5]
 5. slang [NS 3.5.5]
 6. formal language [NS 3.5.5]
 7. informal language [NS 3.5.5]
 8. onomatopoeia
 - B. identify the effects of rhythm and rhyme on text [NS 3.5.5]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

TONE, MOOD, AND IRONY

It is expected that students will:

- (5) 3.6 A. identify words and phrases that reveal tone [PS/NS 3.5.6]
- B. identify examples of irony (e.g., verbal, dramatic, situational) [PS/NS 3.5.6]
- C. explain how words and phrases create mood [PS/NS 3.5.6]

CULTURES AND TIME PERIODS

It is expected that students will:

- (5) 3.7 A. explain the influence of
 - 1. historical events [PS/NS 3.5.7]
 - 2. cultures [PS/NS 3.5.7]
 - 3. time periods [PS/NS 3.5.7]
- B. compare texts from the same historical period on a single topic with assistance [NS 3.5.7]
- C. compare language, oral traditions, and literature that reflect customs and cultures

PREDICTIONS

It is expected that students will:

- (5) 3.8 A. make and revise predictions based on evidence [PS/NS 3.5.8]
- B. confirm/negate predictions

RESPONDING TO TEXT

It is expected that students will:

- (5) 3.9 A. make connections to self, other text, and/or the world [NS 3.5.9]
- B. use information to answer and generate specific questions (e.g., literal and inferential questions) [NS 3.5.9]
- C. summarize information [NS 3.5.9]
- D. describe how author's purpose(s) and writing style influence readers' response
- E. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.5.3]
- F. recall details/facts [PS/NS 2.5.3]
- G. restate main ideas [PS/NS 2.5.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.5.3]
- I. synthesize text [PS/NS 2.5.3]
- J. connect, compare, and contrast story elements

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

All indicators are based on grade-appropriate text and skills.

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

TEXT FEATURES

It is expected that students will:

- (5) 4.1
- A. identify the purpose of and gain information from text features
 - 1. illustrations [PS/NS 4.5.1]
 - 2. graphs [PS/NS 4.5.1]
 - 3. charts [PS/NS 4.5.1]
 - 4. titles [PS/NS 4.5.1]
 - 5. text boxes (e.g., captions, labels) [PS/NS 4.5.1]
 - 6. diagrams [PS/NS 4.5.1]
 - 7. headings [PS/NS 4.5.1]
 - 8. maps [PS/NS 4.5.1]
 - 9. tables of contents [PS/NS 4.5.1]
 - 10. glossaries [PS/NS 4.5.1]
 - 11. indices [PS/NS 4.5.1]
 - 12. dictionaries
 - 13. thesauruses
 - 14. appendices
 - 15. chapter headings
 - 16. timelines
 - B. identify and explain the use of text features
 - 1. bold-faced words [PS/NS 4.5.1]
 - 2. underlined words [PS/NS 4.5.1]
 - 3. highlighted words [PS/NS 4.5.1]
 - 4. italicized words [PS/NS 4.5.1]
 - 5. abbreviations [PS/NS 4.5.1]
 - 6. acronyms [PS/NS 4.5.1]
 - 7. parenthetical expressions [PS/NS 4.5.1]
 - C. identify the purpose of and gain information from multimedia sources (e.g., text, Internet, video streaming, podcast)

LANGUAGE

It is expected that students will:

- (5) 4.2
- A. explain
 - 1. figurative language (e.g., simile, metaphor, personification) [PS/NS 5.4.2]
 - 2. analogies [PS/NS 4.5.2]
 - B. identify words and phrases that reveal an author's tone [PS/NS 4.5.2]
 - C. identify language used for the purpose of persuasion and propaganda [PS/NS 4.5.2]
 - D. identify
 - 1. dialect [NS 4.5.2]
 - 2. slang [NS 4.5.2]
 - 3. idioms [NS 4.5.2]

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- 4. formal and informal language [NS 4.5.2]
- E. explain how language clarifies ideas and concepts [NS 4.5.2]
- F. describe how an author uses concrete examples to explain abstract ideas with assistance [NS 4.5.2]

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (5) 4.3
 - A. describe a main idea based on evidence [PS/NS 4.5.3]
 - B. describe a theme based on evidence [PS/NS 4.5.3]
 - C. describe the importance of sequential and/or chronological order [PS/NS 4.5.3]
 - D. explain a cause and its effect on events and/or relationships [PS/NS 4.5.3]
 - E. explain a problem and its solution [PS/NS 4.5.3]
 - F. trace the development of an author's argument, viewpoint, or perspective [PS/NS 4.5.3]
 - G. distinguish theme from topic [NS 4.5.3]
 - H. compare events [NS 4.5.3]
 - I. explain the author's use of organizational structure with assistance [NS 4.5.3]
 - J. identify the flaw(s) in the development of an author's argument
 - K. read to evaluate new information and hypothesize by comparing to known information and ideas
 - L. clarify and connect main ideas and concepts to identify relationships to other sources and related topics
 - M. identify persuasive techniques in text with assistance (e.g., bandwagon, logical fallacies, generalities)
 - N. read persuasive and informational text

CULTURES AND TIMES

It is expected that students will:

- (5) 4.4
 - A. explain the influence of
 - 1. cultures [PS/NS 4.5.4]
 - 2. time periods [PS/NS 4.5.4]
 - 3. historical events [NS 4.5.4]
 - B. compare text from the same historical period on a single topic [PS/NS 4.5.4]
 - C. compare language, oral traditions, and literature that reflect customs and cultures

RESPONDING TO TEXT

It is expected that students will:

- (5) 4.5
 - A. use information to answer and generate specific questions [PS/NS 4.5.5]
 - B. make connections to self, other text, and/or the world [PS/NS 4.5.5]
 - C. develop hypotheses based on information [NS 4.5.5]
 - D. summarize information [NS 4.5.5]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- E. describe how author's purpose(s) and writing style influence reader response (e.g., persuade, entertain)
- F. recall details/facts [PS/NS 2.5.3]
- G. restate main ideas [PS/NS 2.5.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.5.3]
- I. record information [PS/NS 2.5.3]
- J. synthesize text [PS/NS 2.5.3]
- K. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.5.3]
- L. respond to an opinion-editorial selection with evidence

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (5) 4.6
 - A. make and revise predictions based on evidence [PS/NS 4.5.6]
 - B. make inferences and draw conclusions based on evidence [PS/NS 4.5.6]
 - C. distinguish between fact and opinion [PS/NS 4.5.6]
 - D. analyze the accuracy of facts [NS 4.5.6]
 - E. determine accuracy of evidence with assistance [NS 4.5.6]
 - F. verify information by referencing other sources with assistance [NS 4.5.6]
 - G. read and organize information from multiple sources for a variety of purposes
 - H. confirm/negate predictions

DIRECTIONS

It is expected that students will:

- (5) 4.7
 - A. read and follow multi-step directions to complete tasks or procedures [NS 4.5.7]
 - B. functional text (e.g., pamphlet, product guides, directions)

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

PREWRITING

It is expected that students will:

- (5) 5.1
 - A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizers, brainstorming) [PS/NS 5.5.1]
 - B. consider audience and purpose
 - C. consider format
 - D. explore a topic to plan written work [PS/NS 5.5.1]
 - E. choose and narrow a topic to organize ideas (e.g., lists, outlines, graphic organizers, note taking) [PS/NS 5.5.1]

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- F. ask questions to expand knowledge

DRAFTING

It is expected that students will:

- (5) 5.2 A. draft multiple-paragraph papers, both independently and collaboratively with peers, about a single topic that address
 1. audience and purpose [PS/NS 5.5.2]
 2. an introduction [PS/NS 5.5.2]
 3. supporting details [PS/NS 5.5.2]
 4. transitions [PS/NS 5.5.2]
 5. a conclusion [PS/NS 5.5.2]
- B. participate in daily writing (e.g., journals, learning logs, summaries, lists, computer generated documents)
- C. use structure rules to spell correctly (e.g., plurals: ~s, ~es, ~ies, ~ves; superlatives: ~er, ~est; suffixes, prefixes)

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (5) 5.3 A. revise drafts, both independently and collaboratively with peers, for
 1. audience and purpose [PS/NS 5.5.3]
 2. focused ideas [PS/NS 5.5.3]
 3. coherence, unity, consistency, and logical progression of ideas
 4. organization [PS/NS 5.5.3]
 5. relevant details [PS/NS 5.5.3]
 6. voice [PS/NS 5.5.3]
 7. word choice (e.g., exact/precise words, vivid words) [PS/NS 5.5.3]
 8. sentence fluency [PS/NS 5.5.3]
- B. create and revise drafts using word processing skills
- C. add, delete, consolidate, clarify, and rearrange text
- D. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conference)
- E. revise using a writing rubric

EDITING FOR MECHANICS

It is expected that students will:

- (5) 5.4 A. edit internal and external punctuation, both independently and collaboratively with peers, for
 1. end punctuation [PS/NS 5.5.4]
 2. commas (e.g., dates, cities and states, items in a series, salutations/closings, set off name in a direct address, set off “yes” and “no” in answers to questions, direct quotations) [PS/NS 5.5.4]
 3. apostrophes [PS/NS 5.5.4]
 4. quotation marks (e.g., dialogue of a speaker) [PS/NS 5.5.4]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

5. abbreviations [PS/NS 5.5.4]
6. colons (e.g., introduce a list, between hour and minute) [PS/NS 5.5.4]
7. initials [PS/NS 5.5.4]
8. appositives
- B. edit internal and external punctuation, with assistance, for
 1. hyphens [NS 5.5.4]
 2. semicolons [NS 5.5.4]
- C. edit, both independently and collaboratively with peers, for correct capitalization (e.g., proper nouns, titles, dates, outlines, first word of a quotation) [PS/NS 5.5.4]
- D. edit essays and compositions, both independently and collaboratively with peers, to ensure correct spelling of
 1. high frequency words [PS/NS 5.5.4]
 2. content words [PS/NS 5.5.4]
 3. patterned words (e.g., less common blends, digraphs, double consonants, silent consonants, variations of long and short vowels, difficult consonant spellings)
- E. use correct internal and external punctuation for
 1. end-of-sentence
 2. initials
 3. abbreviations
 4. cities and states
 5. dates
 6. items in a series
 7. salutations/closings (e.g., letter, memo, fax)
 8. apostrophes (contractions and singular/plural possessives)

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (5) 5.5 A. edit, both independently and collaboratively with peers, for correct word usage
1. nouns [PS/NS 5.5.5]
 2. pronouns [PS/NS 5.5.5]
 3. verbs [PS/NS 5.5.5]
 4. adjectives (e.g., comparatives/superlatives) [PS/NS 5.5.5]
 5. adverbs [PS/NS 5.5.5]
 6. subject/verb agreement [PS/NS 5.5.5]
 7. verb tenses (e.g., past, present, future) [PS/NS 5.5.5]
 8. pronoun/antecedent agreement [PS/NS 5.5.5]
 9. clauses (e.g., independent, dependent) [PS/NS 5.5.5]
 10. phrases [PS/NS 5.5.5]
 11. possessives (e.g., singular/plural and proper nouns and pronouns)
 12. prepositions
 13. prepositional phrases
 14. appositives
 15. conjunctions

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (5) 5.6 A. edit sentences, both independently and collaboratively with peers, for use of

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1. complete sentences (e.g., declarative, interrogative, imperative, exclamatory) [PS/NS 5.5.6]
 2. combining sentences [PS/NS 5.5.6]
 3. compound sentences [PS/NS 5.5.6]
 4. complex sentences [PS/NS 5.5.6]
 5. transitions
- B. edit sentences, both independently and collaboratively with peers, for elimination of
1. fragments [PS/NS 5.5.6]
 2. run-ons [PS/NS 5.5.6]

PUBLISHING

It is expected that students will:

- (5) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.5.7]
 1. form cursive letters correctly
 2. adhere to margins and indentations
 3. use basic word processing skills
 - B. select a publishing format appropriate to the audience and purpose [NS 5.5.7]

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

EXPOSITORY

It is expected that students will:

- (5) 6.1
- A. write expository essays and compositions that include
 1. a beginning, middle, and an end [PS/NS 6.5.1]
 2. a thesis statement [PS/NS 6.5.1]
 3. appropriate topic sentences [PS/NS 6.5.1]
 4. supporting details from a variety of sources [PS/NS 6.5.1]
 5. transitions [PS/NS 6.5.1]
 6. a concluding statement [PS/NS 6.5.1]
 - B. write essays and compositions, with assistance, using patterns of organization including
 1. compare and contrast [NS 6.5.1]
 2. cause and effect [NS 6.5.1]
 - C. write to a given prompt (e.g., to inform, to explain, to persuade)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (5) 6.2
- A. write multiple-paragraph narrative/descriptive papers about experiences and/or events appropriate to audience and purpose that include

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1. logical sequence [PS/NS 6.5.2]
 2. characters [PS/NS 6.5.2]
 3. setting [PS/NS 6.5.2]
 4. plot [PS/NS 6.5.2]
 5. dialogue [PS/NS 6.5.2]
 6. figurative language [PS/NS 6.5.2]
 7. concrete sensory details [PS/NS 6.5.2]
- B. write to a given prompt (e.g., to entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (5) 6.3 A. write poetry (e.g., acrostic, couplet, haiku, cinquain, free verse) [NS 6.5.3]
- B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhyme, rhythm)
- C. distinguish between poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (5) 6.4 A. write responses to literary text that demonstrate an understanding of
1. character development [PS/NS 6.5.4]
 2. motivation [PS/NS 6.5.4]
 3. plot [PS/NS 6.5.4]
- B. summarize literary information [PS/NS 6.5.4]

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (5) 6.5 A. write responses that analyze the elements of exposition (e.g., cause and effect, compare and contrast) [PS/NS 6.5.5]
- B. summarize expository information [PS 6.5.A1]
- C. write an impromptu response to expository text
- D. write a fully developed response after reading an article, story, or text

PERSUASIVE

It is expected that students will:

- (5) 6.6 A. write persuasive essays and compositions that include
1. a thesis statement [PS/NS 6.5.6]
 2. relevant supporting evidence [PS/NS 6.5.6]
 3. a strong argument without flaws in logic
- B. write a position paper supported with evidence

PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (5) 6.7 A. write a variety of communications in appropriate formats for

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

1. personal communications (e.g., email, letter) [PS 6.5.7]
 2. professional (formal) communications (e.g., email, letter, report) [PS 6.5.7]
- B. address an envelope

DIRECTIONS

It is expected that students will:

- (5) 6.8
- A. write directions to complete tasks or procedures [NS 6.5.8]
 - B. write directions, with assistance, to complete tasks or procedures with attention to
 1. clarity [NS 6.5.8]
 2. format [NS 6.5.8]
 3. technical vocabulary [NS 6.5.8]
 4. text features [NS 6.5.8]

RESEARCH

It is expected that students will:

- (5) 6.9
- A. write research papers by
 1. choosing and narrowing a research topic based on areas of interest [PS/NS 6.5.9]
 2. locating and collecting information from primary and secondary sources (e.g., library resources, media, technology) [PS/NS 6.5.9]
 3. recording information [NS 6.5.9]
 4. paraphrasing and summarizing information [NS 6.5.9]
 5. organizing collected information (e.g., note-taking, using graphic organizers, outlining, paraphrasing) [NS 6.5.9]
 6. documenting sources using a given format [NS 6.5.9]
 7. citing sources in a consistent format
 - B. demonstrate an understanding of the difference between original works and plagiarized works [NS 6.5.9]

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

MESSAGE

It is expected that students will:

- (5) 7.1
- A. listen for a variety of purposes including
 1. gaining information [PS/NS 7.5.1]
 2. being entertained [PS/NS 7.5.1]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

3. understanding directions [PS/NS 7.5.1]
4. solving problems
- B. listen for and identify
 1. main idea [NS 7.5.1]
 2. purpose [NS 7.5.1]
 3. messages [NS 7.5.1]
 4. mood [NS 7.5.1]
 5. tone [NS 7.5.1]
- C. listen for and distinguish fact from opinion [NS 7.5.1]
- D. listen for and summarize ideas and supporting details [NS 7.5.1]
- E. listen for and explain the effect of the speaker's attitude on audience with assistance [NS 7.5.1]
- F. listen for and identify persuasive techniques with assistance [NS 7.5.1]
- G. paraphrase and/or explain what has been said by a speaker

CONTENT AND DELIVERY

It is expected that students will:

- (5) 7.2
- A. listen to and evaluate oral communications for
 1. content [PS/NS 7.5.2]
 2. delivery [PS/NS 7.5.2]
 3. point of view [PS/NS 7.5.2]
 4. ideas [PS/NS 7.5.2]
 - B. listen to and evaluate the purpose and value of oral communications with assistance (e.g., verbal and non-verbal) [NS 7.5.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (5) 7.3
- A. expand vocabulary through listening [NS 7.5.3]

LANGUAGE

It is expected that students will:

- (5) 7.4
- A. listen for and identify dialect and slang [NS 7.5.4]
 - B. listen for and identify the use of formal and informal language [NS 7.5.4]
 - C. listen for and distinguish between social and academic language [NS 7.5.4]

CONVERSATION AND GROUP DISCUSSIONS

It is expected that students will:

- (5) 7.5
- A. listen to and evaluate constructive feedback [PS/NS 7.5.5]
 - B. provide constructive feedback [PS/NS 7.5.5]
 - C. focus attention to solve problems by identifying, synthesizing, and evaluating data [PS/NS 7.5.5]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- D. actively listen to oral communications [NS 7.5.5]
- E. listen to and participate in conversations [NS 7.5.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

GIVING DIRECTIONS

It is expected that students will:

- (5) 8.1 A. give multi-step directions to complete tasks [NS 8.5.1]
- B. ask questions to clarify directions [NS 8.5.1]

LANGUAGE

It is expected that students will:

- (5) 8.2 A. use precise language to describe
 - 1. feelings [NS 8.5.2]
 - 2. experiences [NS 8.5.2]
 - 3. observations [NS 8.5.2]
 - 4. ideas [NS 8.5.2]
- B. use specific vocabulary and apply Standard English to communicate ideas [NS 8.5.2]

PRESENTATIONS

It is expected that students will:

- (5) 8.3 A. use public speaking techniques to deliver presentations with appropriate
 - 1. prosody [PS/NS 8.5.3]
 - 2. volume [PS/NS 8.5.3]
 - 3. eye contact [PS/NS 8.5.3]
 - 4. enunciation [PS/NS 8.5.3]
 - 5. posture [PS/NS 8.5.3]
 - 6. expressions (e.g., verbal and non-verbal) [PS/NS 8.5.3]
 - 7. audience [PS/NS 8.5.3]
 - 8. purpose [PS/NS 8.5.3]
- B. communicate information by
 - 1. maintaining a clear focus [PS/NS 8.5.3]
 - 2. following a logical sequence [PS/NS 8.5.3]
 - 3. illustrating information with media aids [PS/NS 8.5.3]
- C. communicate statements that express an opinion [NS 8.5.3]
- D. defend a position using evidence [NS 8.5.3]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- E. read aloud and/or recite (e.g., literary, expository, and original works)

GROUP DISCUSSIONS

It is expected that students will:

- (5) 8.4
 - A. contribute to conversations and discussions about a given topic (e.g., share ideas and opinions) [NS 8.5.4]
 - B. respond to questions to clarify and extend ideas [NS 8.5.4]
 - C. ask relevant questions to clarify information and extend ideas [NS 8.5.4]
 - D. take a leadership role in conversations and discussions [NS 8.5.4]
 - E. distinguish between relevant and irrelevant information [NS 8.5.4]
 - F. participate in an impromptu discussion

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FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

“ESPAÑOL PARA TI” VIDEO/DVD PROGRAM

GRADE FIVE

GOALS

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

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

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

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

TARGET VOCABULARY

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

FLES GRADE FIVE (continued)

STRUCTURE

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

LITERACY

- Write familiar words and sentences
- Read illustrated stories

HEALTH

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH

It is expected that students will:

- (5) 1.1 explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death
- (5) 1.2 list consequences of harassment, fighting, and intimidation
 - detention, required parent conference, expulsion
 - perceived as a bully
 - no respect
 - in trouble with the law
- (5) 1.3 demonstrate anger management techniques
 - recognize stress – reduce stress before it turns into anger
 - develop empathy – see things from the perspective of others
 - respond instead of react – effectively communicating your needs, feelings, or requests
 - change the conversation with yourself – changing “self-talk” empowers you to deal with anger more effectively
 - communicate assertively
 - retreat and think things over – take a temporary time out and remove yourself from the situation

HEALTH GRADE FIVE (continued)

- (5) 1.4 demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences
- (5) 1.5 formulate an individual health goal and develop a plan to achieve that goal

GROWTH AND DEVELOPMENT

It is expected that students will:

- (5) 2.1 identify the structures and functions of the cardiovascular and respiratory systems
 - heart
 - arteries
 - veins
 - blood
 - lungs
 - bronchi
 - trachea
- (5) 2.2 discuss ways to communicate with others about changes which occur during puberty
 - talk to parents or guardians
 - talk to school nurse or trusted adult
- (5) 2.3 name and explain the stages of growth and development
 - puberty
 - developmental processes in boys
 - developmental processes in girls
 - proper hygiene
 - growth rate

NUTRITION AND PHYSICAL ACTIVITY

It is expected that students will:

- (5) 3.1 identify the key nutrients of a balanced diet and how they relate to good health
 - protein
 - carbohydrates
 - vitamins
 - minerals
 - water
 - fats
- (5) 3.2 plan healthy meals using key nutrients and nutritional information found on food labels
- (5) 3.3 compare nutrition and physical activity habits in diverse cultures
 - dietary traditions
 - food guide pyramid
 - diet characteristics
 - portion size
 - cultural sports or dance
- (5) 3.4 identify the health-related components of an active lifestyle and apply to daily routine
 - flexibility
 - cardiovascular
 - weight management

HEALTH GRADE FIVE (continued)

- nutrition
- strength training

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

- (5) 4.1 categorize various drugs and discuss the laws regarding their use
 - tobacco
 - alcohol
 - marijuana
 - methamphetamines
 - prescription
 - over-the-counter (OTC)
- (5) 4.2 predict how drug-use can affect the way people make decisions and perform tasks
- (5) 4.3 analyze persuasive techniques used in advertising and discuss the impact on the consumer
 - repetition – idea is repeated over and over
 - testimonial – using words of an expert
 - card stacking - telling on side of the story
- (5) 4.4 identify positive alternatives to substance abuse
 - hanging out with friends/family
 - participating in sports/activities
 - playing an instrument

SAFETY

It is expected that students will:

- (5) 5.1 explain accepted procedures for personal safety when confronted with violence or other hazards in the neighborhood
 - find a trusted adult
 - stand your ground
 - report a dangerous situation
 - be aware of your surroundings
 - call for help (parents or 911)
- (5) 5.2 explain how childhood injuries can be prevented or treated and evaluate their own safety practices and set goals for improving personal safety
 - obey traffic signals
 - wear safety equipment
 - wear seat belt
 - look both ways before crossing the street
 - use cross walks
 - use bicycle safety measures
- (5) 5.3 demonstrate skills and strategies for solving interpersonal conflicts without harming self and others
 - identify the problem
 - come up with possible solutions

HEALTH GRADE FIVE (continued)

- evaluate alternative solutions
 - decide on best solution
 - implement the solution
 - continue to evaluate solution
 - utilize good communication skills
- (5) 5.4 recognize basic safety, first aid, and life-saving techniques
- Heimlich maneuver
 - rescue breathing
 - CPR

DISEASE PREVENTION

It is expected that students will:

- (5) 6.1 discuss common illnesses and how they are transmitted and explain ways to prevent/control communicable and non-communicable illness/disease
- bacteria/strep throat
 - viruses/chicken pox
 - fungi/ringworm
 - parasites/lice
- (5) 6.2 locate resources from home, school, and community that provide reliable health information
- school nurse
 - school counselor
 - Southern Nevada Health District
- (5) 6.3 demonstrate strategies to manage stress
- (5) 6.4 develop a plan to access community resources to enhance and prevent illness and disease

ENVIRONMENT/CONSUMER HEALTH

It is expected that students will:

- (5) 7.1 analyze how personal health choices positively and negatively affect the environment
- (5) 7.2 develop a plan for taking care of the school and community environment
- starting a recycling program
 - plan neighborhood clean-ups
- (5) 7.3 analyze how stated and implied messages from media influence health behaviors
- creates a personal connection with consumer to buy product
 - persuades consumer to buy product
- (5) 7.4 demonstrate personal responsibility when making decisions to protect oneself against environmental elements

LIBRARY

GRADE FIVE

STATE OF NEVADA INFORMATION LITERACY STANDARDS _____

- 1.0 The student who is information literate accesses information efficiently and effectively.
- 2.0 The student who is information literate evaluates information critically and competently.
- 3.0 The student who is information literate uses information accurately and creatively.
- 4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
- 5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- 6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- 7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- 8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- 9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES _____

INFORMATION ACCESS

It is expected that students will:

- (5)1.1 assess whether a range of information problems or questions can be resolved based on one's own knowledge or whether additional information is required [NS 1.A.3]; [ELA/PS 4.5.1, 4.5.5]
 - a. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting author, title, subject, keyword, and Boolean type searches
 - b. utilize guide words, headings, subheadings, and thesis sentences of a paragraph to locate information within a source
- (5)1.2 with the teacher's assistance, judge the quality of decisions in terms of the accuracy and completeness of the information on which decisions were based [NS 1.B.3]; [ELA/PS 2.5.3, 4.5.6]
- (5)1.3 with the teacher's assistance, revise, add, and delete questions as information needs change [NS 1.C.3]; [ELA/PS 4.5.6, 4.5.5, 6.5.9]

LIBRARY GRADE FIVE (continued)

- (5)1.4 use a full range of information sources to meet differing information needs [NS 1.D.3]; [ELA/PS 4.5.5]
- (5)1.5 formulate and, with the teacher's assistance, revise, plans for accessing information for a range of needs and situations [NS 1.E.3]; [ELA/PS 4.5.5, 4.5.6]

INFORMATION EVALUATION

It is expected that students will:

- (5)2.1 with the teacher's assistance, judge the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems [NS 2.A.3]; [ELA/PS 4.5.1, 4.5.3, 4.5.6]
 - a. identify different forms of authorship including reteller, editor, compiler, and publisher
 - b. compare and contrast the quality of writing of various authors
- (5)2.2 assemble facts, opinions, and point of view as appropriate in one's own work [NS 2.B.3]; [ELA/PS 2.5.3, 4.5.6]
- (5)2.3 judge and with the teacher's assistance, support judgments as to the degree of inaccuracy, bias, or misleading information in information products [NS 2.C.3]; [ELA/PS 4.5.3, 4.5.6]
- (5)2.4 with the teacher's assistance, integrate accurate, relevant, and comprehensive information to resolve an information problem or question [NS 2.D.3]; [ELA/PS 2.5.3, 4.5.5, 4.5.6, 6.5.9]

INFORMATION USE

It is expected that students will:

- (5)3.1 organize an information product that presents different types of information in the most effective ways [NS 3.8.3]; [ELA/PS 5.5.1, 6.5.7, 6.5.9]
- (5)3.2 integrate one's own previous knowledge with information from a variety of sources to create new meaning [NS 3.B.3]; [ELA/PS 2.5.1, 4.5.3, 4.5.6]
- (5)3.3 devise creative approaches to use information to resolve information problems or questions [NS 3.C.3]; [ELA/PS 4.5.5]
- (5)3.4 choose the most appropriate format for presenting information and justify that choice [NS 3.D.3]; [ELA/PS 4.5.3, 6.5.4, 6.5.5, 8.5.3]
 - a. retell stories with supporting details in sequential order
 - b. identify, interpret and analyze the qualities of well-written literature including fiction and non-fiction

INFORMATION PURSUIT

It is expected that students will:

- (5)4.1 explore a range of sources to find information on aspects of personal interest or well-being and apply the information to real-life purposes [NS 4.A.3]; [ELA/PS 4.5.5]

LIBRARY GRADE FIVE (continued)

- (5)4.2 with the teacher’s assistance, judge the quality of one’s own information products and solutions relating to topics of personal interest and revise as needed [NS 4.B.3]; [ELA/PS 4.5.5, 6.5.4, 6.5.5, 6.5.9]

LITERATURE APPRECIATION

It is expected that students will:

- (5)5.1 evaluate the strengths and weaknesses of the literature read [NS 5.A.3]; [ELA/PS 6.5.4, 8.5.3]
- compare the works of several award-winning authors and illustrators including Caldecott and Newbery
 - compare the works of several award-winning authors and illustrators including NYRA and other award-winning books
- (5)5.2 evaluate the strengths and weaknesses of various creative presentations of information [NS 5.B.3]; [ELA/PS 3.5.7, 4.5.1, 4.5.4, 6.5.4, 7.5.2, 7.5.3]
- compare and contrast the various genres of literature including mythology, short stories, drama, poetry, fiction and non-fiction
 - compare and contrast the quality of writing of various authors
- (5)5.3 express information and ideas creatively in unique products that integrate information in a variety of formats [NS 5.C.3]; [ELA/PS 6.5.5, 8.5.3]
- retell stories with supporting details in sequential order
 - evaluate the informational products

INFORMATION SEEKING

It is expected that students will:

- (5)6.1 evaluate the information-seeking process at each stage as it occurs and make adjustments as necessary to improve the process and the product [NS 6.A.3]; [ELA/PS 4.5.5, 4.5.6, 6.5.9]
- (5)6.2 recognize gaps in one’s own knowledge and with the teacher’s assistance, select and apply appropriate strategies for filling the gaps [NS 6.B.3]; [ELA/PS 5.5.3, 6.5.9]

INFORMATION LITERACY

It is expected that students will:

- (5)7.1 seek sources of information representing a variety of contexts, disciplines, and cultures, and with teacher’s assistance, evaluate their usefulness for resolving an information problem or question [NS 7.A.1]; [ELA/PS 3.5.7, 4.5.4]
- recognize multicultural books that reflect the heritage of groups within the United States
 - recognize multicultural books that reflect the traditions of groups within the United States
- (5)7.2 propose strategies for ensuring that classmates and others have equitable access to information, information sources, and information technology [NS 7.B.3]; [ELA/PS 4.5.5, 4.5.6]

LIBRARY GRADE FIVE (continued)

ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

It is expected that students will:

- (5)8.1 predict what might happen if the principles of intellectual freedom were ignored in one's own community [NS 8.A.3]; [ELA/PS 3.5.3, 4.5.6]
- (5)8.2 avoid plagiarism by citing sources properly for a given format [NS 8.B.3]; [ELA/PS 6.5.9]
 - a. record resources used to prepare a bibliography
 - b. apply critical thinking strategies to evaluate information obtained
- (5)8.3 follow copyright guidelines for making copies and for using all sources (images, video, audio, and text) when creating information products [NS 8.B.3]; [ELA/PS 6.5.9]
- (5)8.4 follow all school guidelines relating to the use of computing and communications hardware, software, and networks when resolving information problems or questions [NS 8.C.3]; [ELA/PS 4.5.5]

GROUP PARTICIPATION

It is expected that students will:

- (5)9.1 integrate one's own knowledge and information with that of others in the group [NS 9.A.3]; [ELA/PS 4.5.5, 7.5.2, 8.5.3]
- (5)9.2 help to organize and integrate the contributions of all the members of the group into information products [NS 9.B.3]; [ELA/PS 7.5.1, 7.5.2, 7.5.5]
- (5)9.3 devise solutions to information problems that integrate group members' information and ideas while participating actively in discussions with others, in person and remotely through technology with teacher's assistance [NS 9.D.2]; [ELA/PS 7.5.1, 7.5.2, 7.5.5]
- (5)9.4 create and evaluate with teacher's assistance, complex information products that integrate information in a variety of formats; make adjustments as necessary to improve both the process and content delivery; employ effective work habits while working with others, in person or remotely through technology [NS 9.D.3]; [ELA/PS 2.5.3, 6.5.4, 6.5.5, 6.5.6, 7.5.5, 7.5.2, 8.5.3]

MATHEMATICS

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
- 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Nevada Grades K-12 Process Standards

- A Students will develop their ability to **solve problems** by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
- B Students will develop their ability to **communicate mathematically** by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C Students will develop their ability to **reason mathematically** by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D Students will develop the ability to make **mathematical connections** by solving problems where there is a need to view mathematics as an integrated whole.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- (5)1.1 identify and use place value positions of whole numbers and decimals to hundredths [NS 1.5.1]
- (5)1.2 round numbers to an appropriate place value
- (5)1.3 compare and order negative numbers, fractions, and decimals in mathematical and practical situations and plot those numbers on a number line
- (5)1.4 identify and/or generate equivalent fractions
- (5)1.5 rename and identify fractions in simplest form
- (5)1.6 compare fractions with like and unlike denominators using models and drawings, and by finding common denominators [NS 1.5.2]
- (5)1.7 add and subtract fractions with like denominators using models, drawings, and numbers [NS 1.5.2]
- (5)1.8 identify, model, and compare improper fractions and mixed numbers [NS 1.5.2]
- (5)1.9 explain the relationships among fractions, decimals, percents, and ratios, using objects and symbols
- (5)1.10 use models and drawings to identify, compare, add, and subtract decimals and to solve problems
- (5)1.11 read and write numbers, number words, and ordinals
- (5)1.12 read, write, compare, and order integers in mathematical and practical situations [NS 1.5.3]
- (5)1.13 use multiples of 10 to expand knowledge of basic multiplication and division facts [NS 1.5.5]
- (5)1.14 immediately recall, apply, and use basic facts of multiplication and corresponding division facts (products to 144)
- (5)1.15 estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals [NS 1.5.6]
- (5)1.16 add and subtract decimals [NS/PS 1.5.7]
- (5)1.17 use order of operations to evaluate expressions with whole numbers [NS 1.5.7]
- (5)1.18 multiply and divide decimals by whole numbers in problems representing practical situations [NS/PS 1.5.7]
- (5)1.19 generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations [NS/PS 1.5.8]
- (5)1.20 describe and use properties and relationships of the operations addition, subtraction, multiplication, and division
- (5)1.21 identify and use least common multiples and greatest common factors
- (5)1.22 use basic facts of addition, subtraction, multiplication, and division with speed and accuracy in computation and problem solving
- (5)1.23 describe and use algorithms for addition, subtraction, multiplication, and division
- (5)1.24 use estimation and mental computation in appropriate situations to solve problems

MATHEMATICS GRADE FIVE (continued)

- (5)1.25 use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- (5)2.1 identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares [NS/PS 2.5.1]
- (5)2.2 find possible solutions to an inequality involving a variable using whole numbers as a replacement set [NS 2.5.2]
- (5)2.3 use variables to describe simple functions and relationships
- (5)2.4 solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check [NS/PS 2.5.2]
- (5)2.5 complete number sentences with the appropriate words and symbols, including \geq , \leq , and \neq [NS 2.5.3]

MEASUREMENT

It is expected that students will:

- (5)3.1 estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric) [NS 3.5.1]
- (5)3.2 measure, compare, and convert length to the closest fractional part ($\frac{1}{4}$ and $\frac{1}{2}$) of inches, feet, yards, and miles
- (5)3.3 measure, compare, and convert length to the closest decimal unit of millimeter, centimeter, meter, and kilometer
- (5)3.4 measure volume and weight to a required degree of accuracy in the customary and metric system [NS 3.5.2]
- (5)3.5 describe and determine the perimeter and area of polygons
- (5)3.6 describe the difference between perimeter and area, including the difference in units of measure [NS 3.5.3]
- (5)3.7 determine totals, differences, and change due for monetary amounts in practical situations [NS/PS 3.5.4]
- (5)3.8 determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years [NS/PS 3.5.6]

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected that students will:

- (5)4.1 identify, classify, compare, and draw triangles and quadrilaterals based on their properties [NS/PS 4.5.1]
- (5)4.2 identify and draw circles and parts of circles describing the relationships between the various parts [NS/PS 4.5.1]
- (5)4.3 represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions [NS 4.5.2]
- (5)4.4 graph coordinates representing geometric shapes in the first quadrant [NS 4.5.3]

MATHEMATICS GRADE FIVE (continued)

- (5)4.5 predict and describe the results of combining, dividing, and changing shapes into other shapes [NS/PS 4.5.4]
- (5)4.6 identify, define, draw, and describe points, line segments, rays, and angles
- (5)4.7 identify, define, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines [NS/PS 4.5.6]
- (5)4.8 measure, compare, draw, and classify triangles according to their properties such as acute, right, obtuse, scalene, and equilateral angles
- (5)4.9 describe characteristics of right, acute, obtuse, scalene, equilateral, and isosceles triangles [NS 4.5.7]
- (5)4.10 represent relationships using Venn diagrams [NS 4.5.9]

DATA ANALYSIS

It is expected that students will:

- (5)5.1 organize and represent data using a variety of graphical representations including stem and leaf plots and histograms [NS 5.5.1]
- (5)5.2 pose questions that can be used to guide the collection of categorical and numerical data [NS 5.5.1]
- (5)5.3 interpret data and make predictions using stem and leaf plots and histograms [NS 5.5.3]
- (5)5.4 model and compute measures of central tendency for mean, median, and mode [NS/PS 5.5.2]
- (5)5.5 compute range [NS 5.5.2]
- (5)5.6 use data from graphs, tables, and charts to draw and explain conclusions and make predictions
- (5)5.7 represent and solve problems involving combinations using a variety of methods [NS 5.5.4]
- (5)5.8 conduct simple probability experiments using concrete materials [NS 5.5.5]
- (5)5.9 represent the results of simple probability experiments as decimals to make predictions about future events [NS 5.5.5]
- (5)5.10 select an appropriate type of graph to accurately represent the data and justify the selection [NS 5.5.6]

PROBLEM SOLVING

It is expected that students will:

- (5)A.1 select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS A.3-5]
- (5)A.2 apply previous experience and knowledge to new problem solving situations [NS/PS A.3-5]
- (5)A.3 determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem [NS/PS A.3-5]
- (5)A.4 try more than one strategy when the first strategy proves to be unproductive [NS A.3-5]
- (5)A.5 apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [NS/PS A.3-5]

MATHEMATICS GRADE FIVE (continued)

- (5)A.6 generalize solutions and strategies to new problem situations [A.3-5]
- (5)A.7 interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [NS/PS A.3-5]
- (5)A.8 use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems [NS A.3-5]

MATHEMATICAL COMMUNICATION

It is expected that students will:

- (5)B.1 discuss and exchange ideas about mathematics as a part of learning [NS B.3-5]
- (5)B.2 use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems [NS B.3-5]
- (5)B.3 identify and translate key words and phrases that imply mathematical operations [NS/PS B.3-5]
- (5)B.4 use a variety of methods (physical materials, diagrams, and tables) to represent and then communicate mathematical ideas through oral, verbal, and written formats [NS/PS B.3-5]
- (5)B.5 use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems [NS B.3-5]
- (5)B.6 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS B.3-5]
- (5)B.7 use mathematical words, phrases, and symbols to communicate and explain mathematical situations [NS B.3-5]
- (5)B.8 read a variety of fiction and nonfiction texts to learn about mathematics [NS B.3-5]

MATHEMATICAL REASONING

It is expected that students will:

- (5)C.1 justify and explain the solutions to problems using manipulatives and physical models [NS C.3-5]
- (5)C.2 use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems [NS/PS C.3-5]
- (5)C.3 follow a logical argument and judge its validity [NS C.3-5]
- (5)C.4 ask questions to reflect on, clarify, and extend thinking [NS C.3-5]
- (5)C.5 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS C.3-5]
- (5)C.6 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS/PS C.3-5]

MATHEMATICAL CONNECTIONS

It is expected that students will:

- (5)D.1 link new concepts to prior knowledge [NS D.3-5]

MATHEMATICS GRADE FIVE (continued)

- (5)D.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS D.3-5]
- (5)D.3 use physical models to explain the relationship of concepts to procedures [NS/PS D.3-5]
- (5)D.4 apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science [NS D.3-5]
- (5)D.5 approach problems with flexibility in a variety of ways within and beyond the field of mathematics [NS D.3-5]
- (5)D.6 identify, explain, and use mathematics in everyday life [NS D.3-5]

MUSIC

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

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

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

RHYTHM

It is expected that students will:

- (5)1.1 demonstrate the pulse/beat of duple, triple, and mixed meters (5/4, 7/8) [NS 2.5.1, NS 6.5.1, NS 10.5.1]
- (5)1.2 demonstrate patterns using rhythmic values (h., q., w, **W**, qttt, eqe, qsr, q. e, qrt, qtr) [NS 3.5.1, NS 4.5.2, NS 5.5.1, NS 5.5.4, NS 5.5.5, NS 6.5.1, NS 7.5.1]
- (5)1.3 demonstrate organized dance vocabulary and perform simple organized folk/social dances [NS 10.5.1]

MELODY

It is expected that students will:

- (5)2.1 sing independently and expressively with good vocal tone production [NS 1.5.1, NS 7.5.2]
- (5)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re- Do'-Fa-Ti-Sol₁-La₁) [NS 1.5.1, NS 2.5.1, NS 3.5.1, NS 4.5.2, NS 5.5.2, NS 5.5.4, NS 6.5.1, NS 7.5.1]
- (5)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.5.4]

MUSIC GRADE FIVE (continued)

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

HARMONY

It is expected that students will:

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

FORM

It is expected that students will:

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

EXPRESSIVE QUALITIES

It is expected that students will:

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

MUSIC GRADE FIVE (continued)

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

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PHYSICAL EDUCATION

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
- 2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
- 3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
- 4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
- 5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

It is expected that students will:

- (5)1.1 identify and apply intermediate concepts/elements of manipulative skills [NS 1.5.2 A]
- (5)1.2 perform combinations of manipulative skills in a dynamic environment [NS 2.5.2]
 - a. throw a ball with two hands simultaneously with force and accuracy (e.g., basketball shot)
 - b. throw an object with one hand, underhand, with appropriate arc and accuracy
 - c. throw an object with one hand, overhand, with appropriate arc and accuracy
 - d. move to catch an object
 - e. dribble a ball with either hand around various obstacles (e.g., cones, defenders)
 - g. strike a moving ball into a designated area, using both underhand and overhand techniques
 - h. strike a moving object with direction with an implement (e.g., paddle, racquet, bat)
 - j. kick and pass a ball with appropriate force and accuracy
 - k. dribble a ball with the feet around various obstacles (e.g., cones, defenders)
 - l. continuously jump a rope turned by others
 - m. continuously turn and jump an individual rope
- (5)1.3 create simple games using various object movement combinations (e.g., dribble and shoot, catch a grounder and throw)

PHYSICAL EDUCATION GRADE FIVE (continued)

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

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

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

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

- (5)3.1 identify and apply intermediate concepts/ elements of expressive movement skills [NS 1.5.2 A]
- (5)3.2 explore space as an element of movement in relation to a group (e.g., echo, canon) [NS 3.5.2 B]
- (5)3.3 explore force as an element of movement with a group (e.g., percussive/sustained) [NS 3.5.1 B]
- (5)3.4 explore time as an element of movement with a group
- (5)3.5 identify and interpret relationships/emotions/themes expressed through more complex movement [NS 3.5.3 B]
- (5)3.6 create and perform movement sequences with a beginning, middle, and end with a group
 - a. demonstrate shapes, levels, and pathways [NS 3.5.1 A]
 - b. perform with and without rhythmic accompaniment [NS 3.5.2 A]
 - c. vary the sequence with changes in time, space, and/or qualities of movement [NS 3.5.2 C]
 - d. express an idea or concept [NS 3.5.3 A]
- (5)3.7 perform various movement patterns to a steady beat including changes in tempo [NS 3.5.4 B]

PHYSICAL EDUCATION GRADE FIVE (continued)

- (5)3.8 move through space using a prop to a steady beat [NS 3.5.4 A]
- (5)3.9 create movement sequences to a steady beat [NS 3.5.4 A]
- (5)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins, identifying the cultural and historical contexts [NS 3.5.5]
- (5)3.11 utilize a language vocabulary for expressive movement

PHYSICAL FITNESS

It is expected that students will:

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

RESPONSIBILITY AND COOPERATION

It is expected that students will:

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

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SCIENCE

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

NATURE OF SCIENCE

Scientific Inquiry

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

Science, Technology, and Society

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

PHYSICAL SCIENCE

Matter

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

Forces and Motion

- P2B Students understand that position and motion of objects can be described.
- P5A Students understand that forces can change the position and motion of an object.
- P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
- P12A Students understand the interactions between force and motion.

SCIENCE GRADE FIVE (continued)

Energy

- P2C Students know heat, light, and sound can be produced.
- P5C Students understand that energy exists in different forms.
- P8C Students understand transfer of energy.
- P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE

Atmospheric Processes and the Water Cycle

- E2A Students understand that changes in weather often involve water changing from one state to another.
- E5A Students understand the water cycle's relationship to weather.
- E8A Students understand the relationship between the Earth's atmosphere, topography, weather, and climate.
- E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

Solar System and Universe

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

Earth's Composition and Structure

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

LIFE SCIENCE

Heredity

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

Structure of Life

- L2B Students understand that living things have identifiable characteristics.
- L5B Students understand that living things have specialized structures that perform a variety of life functions.

SCIENCE GRADE FIVE (continued)

- L8B Students understand that living things are composed of cells, which are specialized in multi-cellular organisms to perform a variety of life functions.
- L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.

Organisms and Their Environment

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

Diversity of Life

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

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES _____

NATURE OF SCIENCE

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

It is expected that students will:

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

SCIENCE GRADE FIVE (continued)

- (5)1.8 investigate observable patterns that can be used to organize items and ideas and to make predictions [N5A7]
- (5)1.9 explain that all people can contribute to scientific knowledge and discovery [N5B1]
- (5)1.10 cooperate and contribute ideas within a group [N5B3]

PHYSICAL SCIENCE

It is expected that students will:

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

EARTH AND SPACE SCIENCE

It is expected that students will:

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

SCIENCE GRADE FIVE (continued)

LIFE SCIENCE

It is expected that students will:

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

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SOCIAL STUDIES

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- HISTORY 1.0** **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0** **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0** **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0** **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0** **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0** **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0** **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0** **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0** **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0** **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0** **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0** **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

SOCIAL STUDIES GRADE FIVE (continued)

- CIVICS 14.0** **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0** **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0** **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

HISTORY

People, Cultures, and Civilizations

It is expected that students will:

- H1.5.1 Identify and describe Native North American life and cultural **regions** prior to European contact.
- H1.5.2 Identify and describe the attributes of Native American nations in the local **region** and North America.
- H1.5.3 Discuss the interactions of early explorers with native cultures.
- H1.5.4 Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions.
- H1.5.5 Describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies.
- H1.5.6 Identify individuals and groups responsible for founding and settling the American colonies.
- H1.5.7 Examine the cultural exchange among the Native Americans, Europeans, and Africans.

Nation Building & Development

It is expected that students will:

- H2.5.1 Describe motivations for and expeditions of European exploration of the Americas.
- H2.5.2 Describe issues of compromise and conflict within the United States.
- H2.5.3 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
- H2.5.4 Explain why slavery was introduced into colonial America.
- H2.5.5 Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political **institutions**.
- H2.5.6 Identify the events that led to the Declaration of Independence.
- H2.5.7 Identify the causes, key events, and people of the American Revolution.
- H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence.

SOCIAL STUDIES GRADE FIVE (continued)

Social Responsibility & Change

It is expected that students will:

- H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.
- H3.5.2 Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and who make contributions to the United States.
- H3.5.3 Describe ways individuals display **social responsibility**.
- H3.5.4 Explain how **technologies** in U.S. history changed the way people lived.
- H3.5.5 Provide and discuss major news events on local, state, national, and world levels.

International Relationships & Power

It is expected that students will:

- H4.5.1 Discuss the economic, political, and cultural relationships the United States has with other countries.

GEOGRAPHY

The World in Spatial Terms

It is expected that students will:

- G5.5.1 Identify and locate major geographic features in Nevada and the United States using maps and **map elements**.
- G5.5.2 Identify **spatial patterns** of the U.S.
- G5.5.3 Describe purposes for different types of maps and globes, i.e., **topographical, political, physical**.
- G5.5.4 Construct maps, graphs, and charts to display information about **human** and **physical features** in the United States.
- G5.5.5 Identify the purpose and content of various U.S. maps.
- G5.5.6 Derive geographic information from photographs, maps, graphs, books, and technological resources.

Places & Regions

It is expected that students will:

- G6.5.1 Provide examples of **human – environment interactions** in the U.S.
- G6.5.2 Identify U. S. **regions** in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields.
- G6.5.3 Provide examples of **cultural identity** in **communities** or **regions** from different perspectives.
- G6.5.4 Show how **regional** change in the United States from decade to decade has affected characteristics of **place**, i.e., salt and sand used to melt ice, flood basins, levees.
- G6.5.5 Label a map of the United States with their capitals.
- G6.5.6 Define **absolute location**.

SOCIAL STUDIES GRADE FIVE (continued)

Human Systems

It is expected that students will:

- G7.5.1 Explain differences in population distribution within the United States.
- G7.5.2 List **push-pull factors** influencing human **migration** and settlement in the United States.
- G7.5.3 Describe differences among **rural**, **suburban**, and **urban** settlement in the United States.
- G7.5.4 Describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G7.5.5 Describe why types of organizations may differ by geographic **region** in the U.S.

Environment & Society

It is expected that students will:

- G8.5.1 Describe ways **physical environments** affect human activity in the United States using historical and contemporary examples.
- G8.5.2 Describe how technologies altered the **physical environment** in the U.S., and the effects of those changes on its people.
- G8.5.3 Explore the impact of human modification of the United States' **physical environment** on the people who live there.
- G8.5.4 Identify and locate potential **natural hazards** in the United States and their impacts on the land and population.
- G8.5.5 Describe and compare the **distribution** patterns and use of **natural resources** in the United States.

ECONOMY

The Market Economy

It is expected that students will:

- E9.5.1 Describe how **scarcity** requires a person to make a **choice** and identify **costs** associated with that **choice**.
- E9.5.2 Demonstrate an understanding that an individual can be a **consumer** and **producer** at the same time.
- E9.5.3 Identify the **resources** needed for **production** in households, schools, and **community** groups.
- E9.5.4 Describe how **income** reflects **choices** people make about education, training, skill development, lifestyle, and careers.
- E9.5.5 Demonstrate an understanding of **supply** and **demand** in a **market**.

The U.S. Economy as a Whole

It is expected that students will:

- E10.5.1 Define **trade** and **commodities** used in **trade**.
- E10.5.2 Identify how **interest rates** affect borrowing, saving, and purchasing using credit.
- E10.5.3 Identify **services** offered by different types **financial institutions**.
- E10.5.3A Identify **services** offered by different types of **financial institutions**.

SOCIAL STUDIES GRADE FIVE (continued)

- E10.5.4 Illustrate how one person's spending becomes another person's **income**.
- E10.5.5 Recognize the three types of **productive resources**.
- E10.5.6 Define **inflation** and **deflation**.
- E10.5.7 Define **labor force** and **unemployment**.
- E10.5.8 Demonstrate per capita measures in the classroom.

The Dynamic Economy

It is expected that students will:

- E11.5.1 Explain the purposes for establishing for-**profit** and not-for-**profit** organizations.
- E11.5.2 Provide an example of how purchasing a tool or acquiring education can increase the ability to produce goods.
- E11.5.3 Describe the steps an **entrepreneur** would take to start a business.
- E11.5.4 Explain why **specialization** increases productivity and **interdependence**.
- E11.5.5 Describe what it means to **compete**, and give examples of ways sellers **compete**.
- E11.5.6 Define **mercantilism**.
- E11.5.7 Identify scarce **resources** and identify how they are **allocated** in the United States.

The International Economy

It is expected that students will:

- E12.5.1 Explain why the U.S. **imports** and **exports goods**.
- E12.5.2 Define **exchange rates**.
- E12.5.3 Define **globalization** and explain how the U.S. economy is affected by international **trade**.

CIVICS

Citizenship and the Law

It is expected that students will:

- C13.5.1 Explain that the Declaration of Independence, the U.S. **Constitution**, and the Bill of Rights, are written documents that are the foundation of the United States government.
- C13.5.2 Describe the operation of **representative government**.
- C13.5.3 Describe the criteria for U.S. citizenship.
- C13.5.4 Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.

The Federal System

It is expected that students will:

- C14.5.1 Describe examples of national, state, and local laws.
- C14.5.2 Identify the three branches of government (as set forth in the U.S. **Constitution**).
- C14.5.3 Name the two houses of the U.S. Congress and explain how representation is determined.
- C14.5.4 Identify the powers of the U.S. Congress, i.e., power to tax, declare war, and **impeach** the President.
- C14.5.5 Identify the duties of the President within the executive branch.

SOCIAL STUDIES GRADE FIVE (continued)

C14.5.6 Explain that the U.S. Supreme Court is the highest court in the land.

C14.5.7 Describe the purpose of a judge and jury in a trial, as it relates to resolving disputes.

The Political Process

It is expected that students will:

C15.5.1 Explain the qualities of a leadership.

C15.5.2 Name the two major **political parties**.

C15.5.3 Give examples of national **interest groups**.

C15.5.4 Compare sources of information people use to form an opinion.

C15.5.5 Define **propaganda** and give examples.

Global Relations

It is expected that students will:

C16.5.1 Describe the influences other nations have had on the development of the United States political system.

TECHNOLOGY

GRADE FIVE

STANDARDS

- 1.0 **Problem Solving** — Students utilize problem-solving processes through the use of resources to reach a desired outcome.
- 2.0 **Productivity Tools** — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.
- 3.0 **Research Tools** — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.
- 4.0 **Tools and Processes** — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.
- 5.0 **Systems** — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.
- 6.0 **Implications on Society** — Students evaluate the impact and ethical implications on individuals, society and the environment.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PROBLEM SOLVING

It is expected that students will:

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

PRODUCTIVITY TOOLS

It is expected that students will:

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

TECHNOLOGY GRADE FIVE (continued)

- (5)2.6 demonstrate proper keyboarding skills
 - a. locate and use letters, numbers, and special keys on a keyboard using the left or right hand [NS 2.3.1]
 - b. apply correct finger placement for basic keyboarding skills [NS 2.5.1]
- (5)2.7 demonstrate proper navigation of the desktop, which includes:
 - a. appropriate cursor movement
 - b. opening and closing
 - c. proper use of the task bar, other buttons, and functional icons
 - d. appropriate use of command buttons, text boxes, list boxes, and check boxes
- (5)2.8 follow proper sequence to run programs and accessories, which includes:
 - a. starting and exiting programs and accessories
 - b. switching between multiple programs
- (5)2.9 create a document that demonstrates simple typing and editing skills [NS 2.3.2]
- (5)2.10 create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print [NS 2.5.2]:
 - a. type simple sentences using a word processor
 - b. use cut, copy, paste, save, open, format, and print to edit a document
 - c. insert graphics into a document
 - d. use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, and importing)
 - e. demonstrate use and function of drawing tools
 - f. understand and demonstrate use of word processing reference tools (spell check, grammar check, dictionary, thesaurus, etc.)
 - g. use formatting tools to change or modify a word processing document; insert graphics into a document
 - h. combine preprogrammed images into graphics
 - i. use peripheral tools to create graphics
- (5)2.11 demonstrate proper management of files and folders, which includes
 - a. viewing
 - b. creating
 - c. renaming
 - d. deleting
 - e. creating and saving files on various storage media [NS 2.3.6]
 - f. moving and copying
- (5)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
 - a. use developmentally appropriate multimedia software
 - b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
 - c. explain the purpose of a multimedia presentation using multimedia [NS 2.3.5]
- (5)2.13 search a database to locate specific information (e.g. electronic sources, telephone book, encyclopedia, and library card catalog) [NS 2.3.3]
 - a. create a database with predefined fields, enter data for multiple records [NS 2.5.3]
 - b. print reports based on sort query using ascending and descending order [NS 2.5.3]

TECHNOLOGY GRADE FIVE (continued)

- (5)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills
- (5)2.15 demonstrate responsible use of communication network applications
 - a. identify electronic communication devices [NS 2.3.7.1]
 - b. identify devices that require connectivity [NS 2.3.7.2]
 - c. demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
 - d. create messages which integrate written and text information
 - e. create messages which integrate video information
 - f. describe the process of accessing a LAN and demonstrate the process as available [NS 2.5.7.1]
 - g. explain how local and global networks function
 - h. define and explain the uses of an electronic communication device, telecommuting, and teleconferencing [NS 2.5.7.2]
- (5)2.16 demonstrate sharing of data among a variety of programs through copying, linking, and/or embedding text and graphical objects
 - a. understand and demonstrate the exchange of data with the other applications
 - b. explain the differences between data files, program files, and describe and use the file management software of a computer [NS 2.5.6]
- (5)2.17 properly manage, maintain, and care for technological learning tools
- (5)2.18 utilize a pre-designed spreadsheet, demonstrate the ability to enter simple labels, values, and formulas, then construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions [NS 2.5.4]

RESEARCH TOOLS

It is expected that students will:

- (5)3.1 select a research topic, define a problem, and predict outcomes using technology tools [NS 3.3.1]
- (5)3.2 generate keywords for a research topic or problem and conduct a search of electronic based sources [NS 3.5.2]
- (5)3.3 select information for a research topic or problem from a remote resource utilizing hyperlinks [NS 3.3.3]
- (5)3.4 identify and examine organizational formats using a technology tool to arrange information; use an organizational format to arrange gathered information in a presentation or demonstrate decision-making [NS 3.3.4]
- (5)3.5 use technology to organize data
 - a. calculate
 - b. collect data
 - c. analyze data
- (5)3.6 demonstrate an understanding of intellectual property
 - a. describe personal consequences of inappropriate use
 - b. identify source and content of information collected [NS 3.5.5]
 - c. generate a list of sources [NS 3.5.6]
- (5)3.7 summarize and share the research process and its outcome [NS 3.5.7]

TECHNOLOGY GRADE FIVE (continued)

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

TOOLS AND PROCESSES

It is expected that students will:

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

SYSTEMS

It is expected that students will:

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

TECHNOLOGY GRADE FIVE (continued)

IMPLICATIONS ON SOCIETY

It is expected that students will:

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

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VISUAL ARTS

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

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

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

ART CRITICISM

It is expected that students will:

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

ART HISTORY

It is expected that students will:

- (5)2.1 examine historical/cultural context, e.g., categorize works of art according to culture, time or place [NS 4.5.2]
- (5)2.2 discuss materials, processes, purposes, e.g., learn how artist's choices are influenced by time and place [NS 4.5.2]
- (5)2.3 discuss artistic styles, e.g., define characteristics in works of art that identify individual artists, groups of artists, or cultures [NS 4.5.2]

VISUAL ARTS GRADE FIVE (continued)

- (5)2.4 examine inventions and technology in art, e.g., observe how changes in tools and methods affect the appearance of art [NS 4.5.2]
- (5)2.5 discuss social impact of art on culture, e.g., learn how art can influence people's ideas, feelings, or actions [NS 4.5.2]
- (5)2.6 engage in art historical research/inquiry, e.g., find answers to questions about an art object's time, place or people by examining images, reading, listening, etc. [NS 4.5.2]

AESTHETICS

It is expected that students will:

- (5)3.1 engage in aesthetic inquiry by discussing responses to art through various aesthetic issues/topics,
 - a. artist's intent and viewer's interpretation [NS 3.5.1]
 - b. purposes for works of art [NS 2.5.2]
 - c. beauty and ugliness [NS 2.5.3]
 - d. defining art [NS 2.5.3]
 - e. creativity, the creative process, originality [NS 1.5.2]
 - f. art and other values [NS 2.5.3]
 - g. aesthetic awareness (heightened sensory awareness in response to art) [NS 1.5.2]
- (5)3.2 discuss aesthetic positions/stances
 - a. realism (art that is true to life) [NS 2.5.1]
 - b. expressionism (art that shows feelings) [NS 2.5.2]
 - c. functionalism (art with a practical purpose) [NS 2.5.2]
 - d. hedonism (art that is beautiful and pleasant) [NS 2.5.3]
 - e. formalism (art that emphasizes design) [NS 2.5.1]

ART PRODUCTION

It is expected that students will:

- (5)4.1 demonstrate elements of art: line, shape, color, texture, value, form, space [NS 2.5.4]
- (5)4.2 demonstrate design concepts and principles: repetition, pattern, symmetry, geometric shape, color theory (mix complementary colors and tones/hues), scale, contrast, overlapping, contours, emphasis, composition, organic shape, unity/harmony, negative shape/space, balance, movement, rhythm [NS 2.5.4]
- (5)4.3 create works of art that communicate ideas through subject matter and symbols; visual characteristics; or media, techniques, and processes [NS 3.5.2]
- (5)4.4 draw; using varied media, techniques, and processes [NS 1.5.3]
- (5)4.5 paint; using varied media, techniques, and processes [NS 1.5.3]
- (5)4.6 create a minimum of one three-dimensional art form using varied media, techniques and processes
 - a. sculpture (fully three-dimensional) [NS 1.5.3] **or**
 - b. relief (raised elements on a background) [NS 1.5.3]
(Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.)

VISUAL ARTS GRADE FIVE (continued)

- (5)4.7 create a ceramic object using varied media, techniques, and processes
 - a. clay modeling (manipulating in three-dimensions) e.g., forming human figures, animals, etc. [NS 1.5.3] **or**
 - b. pottery (functional vessels) e.g., pinch pots, coiled cups, slab bowls or boxes, etc. [NS 1.5.3]
- (5)4.8 make prints; using media, techniques, and processes for multiple edition prints [NS 1.5.3]
- (5)4.9 weave; using varied media such as using paper, yarn, other fibers, etc., and applying the techniques and processes of weaving [NS 1.5.3]
- (5)4.10 represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.5.3]
- (5)4.11 work in at least one mixed medium; using media, techniques, and processes, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.5.3]
- (5)4.12 create a work of art that shows the influence of a particular historical period or culture [NS 4.5.3]
- (5)4.13 use technology to create works of art, e.g., computer art [NS 1.5.3]

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