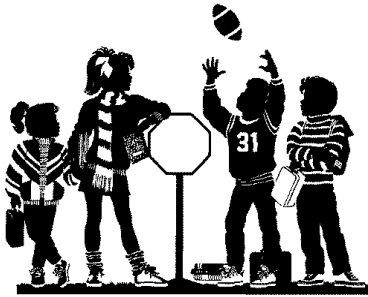


Dear Parents,

Following is a brief overview of what you may expect **fifth grade** students to experience as a core curriculum. This pamphlet lists desired student outcomes for the end of fifth grade.



READING STANDARDS

- Understand and explain frequently used grade-appropriate synonyms, antonyms, and homographs
- Use knowledge of Greek and Latin derived roots to analyze meaning of complex words (e.g., controversial)
- Understand and explain the figurative and metaphorical use of words in context
- Understand how text features such as format, graphics, sequence, diagrams, illustrations, charts, and maps make information accessible and usable
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience
- Distinguish among facts, supported inferences, and opinions in text
- Understand the major literary elements of plot, characterization, theme, and conflict
- Identify and analyze the characteristics of non-fiction, fiction, drama
- Describe the function and effect of key literary devices such as imagery and symbolism in literary works
- Evaluate the meaning of patterns and symbols found in myths and literature traditions of different eras and cultures

WRITING STANDARDS

- Establish a context and create a point of view
- Create multi-paragraph text that present effective introductions and conclusions
- Create a clear organizing structure including descriptions in a logical order and chronological/narrative sequence
- Use organizational features of printed text and electronic text to locate relevant information
- Create documents using word-processing skills and publishing programs; create simple databases and spreadsheets to manage information and create reports
- Revise and edit manuscripts to improve the meaning and focus of writing by adding, deleting, clarifying and rearranging words and sentences
- Write narratives that...

1. establish a situation, plot, point of view, setting, and/or conflict
 2. show rather than tell the events of the story
- Write expository text speculating on causes and effects that...
 1. describe the situation
 2. establish the connection between the situation and the postulated causes or effects
 3. offer simple persuasive evidence for the validity of the proposed causes or effects
 - Write research reports about key ideas, issues, or situations that...
 1. frame questions to direct the investigation and establish a controlling idea/topic
 2. develop the topic with simple facts, details, examples, and explanations

LISTENING AND SPEAKING STANDARDS

- Ask questions that seek information not already discussed
- Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
- Make inferences or draw conclusions based on an oral report:
- Share ideas, opinions, and information with a group, clearly, precisely, and effectively
- Select a focus, organization, and point of view in the oral presentation
- Clarify and support spoken ideas with evidence, elaborations, and examples
- Engage audience with appropriate verbal cues, facial expressions, and gestures
- Identify and analyze the persuasive techniques used in oral presentations and media messages
- Analyze media as information provider, entertainer, persuader, informer, transmitter of culture
- Deliver effective narrative presentations
- Deliver effective presentations speculating on causes and effects
- Deliver informative presentations about a key idea, issue, or situation

ORAL AND WRITTEN ENGLISH LANGUAGE STANDARDS

- Identify and correctly use troublesome verbs (e.g., lie/lay, sit/set), modifiers; and nominative, objective and possessive pronouns
- Identify and correctly use prepositional phrases, appositives, independent and dependent clauses, and transitions and conjunctions to elaborate ideas
- Use colons and quotation marks
- Use correct capitalization
- Spell roots, suffixes, and prefixes correctly

MATHEMATICS STANDARDS

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Number Sense

Students:

- Compute with very large and very small numbers, positive integers, decimals, and fractions; understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.
- Perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

Algebra and Functions

- Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Measurement and Geometry

Students:

- Understand and compute the volumes and areas of simple objects.
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

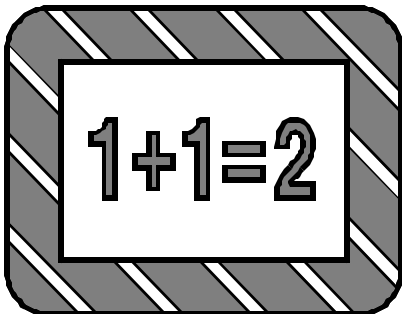
Statistics, Data Analysis, and Probability

- Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

Mathematical Reasoning

Students:

- Make decisions about how to approach problems.
- Use strategies, skills, and concepts in finding solutions.
- Move beyond a particular problem by generalizing to other situations.



SCIENCE STANDARDS

Scientific Method: Investigation and Experimentation

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Science

- Elements and their combinations account for all the varied types of matter in the world

Life Science

- Plants and animals have skeletal and system structures which aid respiration, digestion, waste disposal, and transport of materials

Earth Science

- Geology is the study of the Earth
- The properties of rocks and minerals reflect the processes that formed them
- Waves, wind, water, and ice shape and reshape the Earth's land surface



HISTORY/SOCIAL STUDIES STANDARDS

- Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- Students trace the routes and describe the early explorations of the Americas.
- Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers.
- Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- Students explain the causes of the American Revolution.
- Students understand the course and consequences of the American Revolution.
- Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic.
- Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems.
- Students know the location of the current 50 states and the names of their capitals.

VISUAL AND PERFORMING ARTS STANDARDS

- Explore identify and discuss design elements (shape, line, value, color, space, texture and form) in their environment and in fine art, with emphasis on color (warm/cool), shape (geometric/free form), and space (positive/negative)
- Apply principles of balance (symmetrical, asymmetrical, radial) dominance and unity (repetition with variation of design elements)
- Create artwork that communicates ideas, feelings, opinions and values
- Demonstrate appropriate technique with a variety of visual arts technology such as film, photography, videography, computer graphics, animation, graphic design
- Identify how early art and craft forms tell about the lifestyle of a historical period



- Perform and identify dance elements of time (speed, rhythm), space (range of movement, level, direction, facing, focus), and energy (amount of energy, how energy is released)
- Isolate body parts (shoulder circles or knee circles)
- Combine a series of movements into a movement sequence that communicates a feeling and demonstrates an understanding of the elements of dance
- Dance in formal and informal productions
- Observe and discuss works of theatre in terms of what is presented through use of voice, movement and visual effects in informal productions, theatrical productions, films and electronic media
- Participate in the collaborative process of theatre among actor, director, scriptwriter, and technical artists
- Create original works of theatre and perform works created by others
- Perform easy rhythmic, melodic and chordal patterns on instruments
- Participate in choral and/or instrumental group performances
- Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others
- Use vocabulary and terminology related to the arts when describing works of art, music, theatre and dance
- Investigate, compare and contrast the roles of art, music, theatre and dance in influencing and reflecting history and culture

- Apply appropriate, specific criteria when evaluating their own work and the work of others, give technical and expressive reasons to justify an opinion
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

PHYSICAL EDUCATION STANDARDS

- Students plan practice programs for increasing speed and accuracy in movement-related activities
- Students demonstrate accuracy at a variety of distances while manipulating objects
- Students analyze movement performance using Newton's Second Law in order to increase accuracy at various distances
- Students design a cardiorespiratory and body composition plan
- Students assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance
- Students analyze different body types' efficiency for a variety of movements, skills, and activities
- Students value their own movement achievements
- Students express personal meaning in an interpretive movement experience and gain personal satisfaction from composing that movement experience
- Students demonstrate acceptance of individual differences in small group games
- Students describe the origin of movement-related activities in the United States during the 18th and 19th centuries

HEALTH STANDARDS

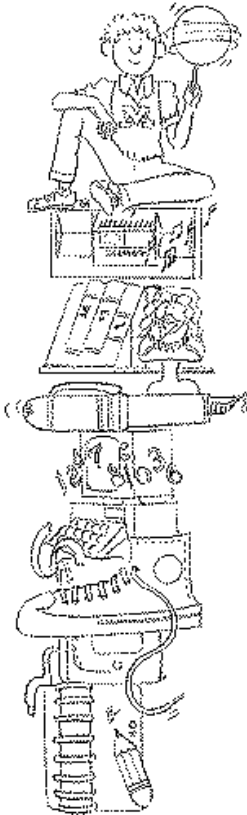
- Students understand ways in which one can enhance and maintain health and well-being
- Students understand ways to prevent disease and speed recovery from illness
- Students understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health
- Students know how to play a positive, active role in promoting the physical and emotional health of one's families
- Students know how to promote positive health practices within the school and community, including positive relationships with peers
- Students understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Students understand and appreciate individual differences in growth and development
- Students know how to identify products, services and information that may be helpful or harmful to one's health

WHAT CAN YOU DO TO HELP?

1. Provide a positive home atmosphere and attitude toward learning and encourage your child to do his/her best work.
2. Be knowledgeable about and participate actively in the many opportunities which seek parental involvement.
3. Establish a time and place where homework can be completed and reviewed.
4. Talk with your child about shared experiences.
5. Read aloud to your child and listen to your child read to you.
6. Show your child the importance and use of reading and writing in daily life.
7. Monitor your child's television viewing and watch programs with your child whenever possible.



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Sept. 2000