Grade 5 Benchmarks for Learning

English Language Arts

Reading - Literature

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

3. Summarize using key details from the text.

4. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

6. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

7. Describe how a narrator's or speaker's point of view influences how events are described.

8. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

9. By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band.

Reading - Informational Text

10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.

14. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

18. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.

Reading - Foundational Skills

Phonics and Word Recognition

19. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

20. Read on-level text with purpose and understanding.

21. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

22. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

23. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **b.** Provide logically ordered reasons that are supported by facts and details.
- **c.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **d.** Provide a concluding statement or section related to the opinion presented.

24. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **a.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **b.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **c.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **d.** Provide a concluding statement or section related to the information or explanation presented.
- **i.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **ii.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **iii.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **iv.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **v.** Provide a conclusion that follows from the narrated experiences or events.

31. Write about topics or texts, supporting a point of view with reasons and information.
- **a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **b.** Provide logically ordered reasons that are supported by facts and details.
- **c.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **d.** Provide a concluding statement or section related to the opinion presented.

32. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **a.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **b.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **c.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **d.** Provide a concluding statement or section related to the information or explanation presented.

Preparation of Knowledge and Ideas

33. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language Foundations

Conventions of Standard English

34. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

35. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

36. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

37. Correctly use frequently confused words (e.g., to, too, two; there, their).

38. Use correct capitalization.

39. Use commas and quotation marks to mark direct speech and quotations from a text.

40. Use a comma before a coordinating conjunction in a compound sentence.

41. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

42. Choose words and phrases to convey ideas precisely.

43. Choose punctuation for effect.

Vocabulary Acquisition and Use

44. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

45. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

46. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

47. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

48. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quized, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mathematics

Operations and Algebraic Thinking

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Number and Operations in Base Ten

4. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

6. Read, write, and compare decimals to thousandths.

7. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form (e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

8. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

9. Use place value understanding to round decimals to any place.

10. Perform operations with multi-digit whole numbers and with decimals to hundredths.

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

12. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

13. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations - Fractions

14. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

15. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

16. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

17. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem).

18. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

19. Interpret the product ($a/b \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

20. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

21. Interpret multiplication as scaling (resizing), by:
- **a.** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- **b.** Explaining why multiplying given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

22. Solve real world problems involving multiplication of fractions and mixed numbers (e.g., by using visual fraction models or equations to represent the problem).

23. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

24. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

25. Interpret division of a whole number by a unit fraction, and compute such quotients.

26. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).

Measurement and Data

27. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

28. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

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

30. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

31. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

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

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

34. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, (e.g., to represent the associative property of multiplication).

35. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

36. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

37. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

38. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

39. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

40. Classify two-dimensional figures in a hierarchy based on properties.

Mathematical Practice

41. Make sense of problems and persevere in solving them.

42. Reason abstractly and quantitatively.

43. Construct viable arguments and critique the reasoning of others.

44. Model with mathematics.

45. Use appropriate tools strategically.

46. Attend to precision.

47. Look for and make use of structure.

48. Look for and express regularity in repeated reasoning.

Science

Scientific Inquiry and Critical Thinking

1. Generate focused questions and hypothesized predictions about the natural world.

2. Accurately collect data using observations, simple tools and equipment.

3. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others.

4. Use mathematics, reading, writing, and technology when conducting scientific inquiries.

5. Construct a reasonable explanation by analyzing evidence from the data.

6. Communicate procedures, data, and explanations to a variety of audiences.

7. Use appropriate safety precautions when conducting investigations.

History and Nature of Science

8. Develop a model to describe that light reflecting from objects entering the eye allows objects to be seen.

Physical Science

9. Identify the observable properties of different objects, such as color, size, shape, weight and texture.

10. Identify and compare solids (e.g. have a definite shape) and liquids (e.g. take the shape of their containers).

11. Use standard tools to measure objects or materials (e.g., ruler, meter stick, measuring tape, pan balance, thermometer, graduated cylinder).

12. Select the appropriate metric system tools for measuring length, width, temperature, volume, and mass.

13. Use measures of weight (data) to demonstrate that the whole equals the sum of its parts.

14. Collect and organize data about physical properties in order to classify objects or draw conclusions about objects and their characteristic properties (e.g., temperature, color, size, shape, weight, texture, flexibility).

15. Make a prediction about what might happen to the state of common materials when heated or cooled; or categorize materials as solid, liquid, or gas.

16. Show that the weight of an object remains the same despite a change in its shape.

17. Explain that all matter is composed of minute particles called atoms and explain that all substances are composed of atoms, each arranged into different groupings.

18. Predict the effect of thermal energy on the physical properties of water as it changes to and from a solid, liquid, or gas (e.g., freezing/melting, evaporation/condensation).

Life Science

19. Act out or construct simple diagrams (pictures or words) that show a simple food web.

20. Identify the basic needs of most animals (e.g., air, water, food, shelter).

21. Identify different environments (e.g., pond, forest, prairie) support the life of different types of plants and animals.

22. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

23. Use information about a simple food web to determine how basic needs (e.g. shelter and water) are met by the habitat environment.

24. Identify the specific functions of the physical structures of a plant or an animal (e.g. roots for water; webbed feet for swimming).

25. Identify the basic needs of plants and animals in order to stay alive (e.g. water, air, food, space).

26. Observe that animals need water, air, food, and shelter/space to grow and reproduce.

27. Investigate and describe how animals and plants that live in different places have similarities and differences.

28. Demonstrate in a food web that all animal life begins with the sun. Identifying and explain how the physical structure/characteristic of an organism allows it to survive and defend itself.

30. Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., feeding birds, littering vs. picking up trash, hunting/conservation of species, planting/removing non-native species).

31. Explain the way that plants and animals in a habitat depend on each other.

32. Analyze the structures needed for survival of populations of organisms living in a particular habitat/environment (e.g. populations of desert plants and animals require structures that enable them to obtain/conserve/retain water).

33. Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other.

34. Use information about organisms to design a habitat and explain how the habitat provides for the needs of the organisms that live there.

35. Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive (e.g. shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color).

36. Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

37. Cite evidence that demonstrates evolutionary relationships among organisms (e.g., similarities in body structure, early development, traits).

Earth Science

38. Explain that stars are not scattered evenly and they are not always the same brightness and color.

39. (The Solar System) Observe that the sun can be seen only in the daytime, but the moon can be seen sometimes at night and sometimes during the day.

40. Explain that the patterns in the sky remain stable but appear to move across the sky because of the Earth's motion.

41. Describe Earth's position and movement in the solar system.

42. Observe and describe the changes of the moon's appearance over a month.

43. Explain that stars are like the sun, some being smaller and some larger, but so far away that they look like points of light.

44. Use models to demonstrate how the rotation of the Earth on its axis every 24 hours produces the night-and-day cycle.

45. Describe the relative movement of the Earth and moon in relation to the sun.

46. Observe and describe properties, locations, and movements of the sun, moon, stars, and clouds.

47. Use models to demonstrate how the revolution of the Earth around the sun produces the yearly cycle.

48. Demonstrate the phases of the moon by showing the alignment of the earth, moon, and sun.

49. Explain the alignment of the earth, moon, and sun during solar and lunar eclipses.

50. Use a model to demonstrate and explain that because the Earth is tilted relative to the plane of the Earth's yearly orbit around the sun, sunlight falls more intensely on different parts of the Earth during the year.

51. Provide an example of how technology has helped scientists investigate the universe.

Health

52. Describe the relationship between healthy behaviors and personal health.

53. Predict the potential outcomes of each option when making a health-related decision.

54. Choose a healthy option when making a decision.

55. Set a personal health goal and track progress toward achievement.

56. Identify responsible personal health behaviors.

57. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Social Studies

Time, Continuity, and Change

1. Explain why people in different times and places view the world differently.

2. Describe changes in society (e.g., political, social, cultural).

3. Identify cause and effect relationships in history.

Connections and Conflict

4. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.

5. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).

Geography

6. Explain and use the elements of maps and globes.

7. Apply appropriate resources and geographic tools to generate and interpret information about the earth.

8. Apply concepts such as location, distance, direction, scale, movement and region.

9. Describe factors that influence locations of human populations and human migration.

10. Describe and explain various types and patterns of settlement and land use.

11. Identify why particular locations are used for certain activities.

12. Define regions by their human and physical characteristics.

Culture

13. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what is public versus what is private, etc.).

14. Compare and contrast the ways that different cultures meet human needs and concerns.

15. Explain the main ideas in folktales, legends, songs, myths and traditional stories that describe the history and traditions of various cultures.

16. Describe how cultural contributions from various groups have formed a national identity.

17. Explain the elements of culture (language, norms, values, beliefs, etc.).

18. Define the elements of a belief system (creed, code of behavior, rituals, community).

19. Examine the principle tenets of one major world religion.

20. Describe advantages and disadvantages associated with cultural diversity.

21. Examine cultural diffusion.

Society and Identity

22. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.

Government

23. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).

24. Describe the organization and major responsibilities of the various levels of governments.

25. Explain what citizenship is.

26. Compare and contrast major political systems.

Production, Distribution and Consumption

27. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.

28. Describe how changes in transportation and communication have affected trade and economic activities.

Science, Technology, and Society

29. Describe ways that tools and techniques make certain tasks easier.

30. Describe ways that tools and techniques can have both positive and negative effects.

31. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.

Visual Art

Creating Art

1. Self-assess choices and adjustments when planning and creating art.

2. Manipulate the elements of art and the principles of design to create art.

3. Create art through purposeful observation that reflects introspection.

4. Create art through purposeful, reflective observation.

5. Demonstrate confidence and skill with a variety of materials and techniques to create art.

Historical and Cultural Context

6. Relate works of art to a particular time period.

7. Understand that culture and historical events influence art.

8. Recognize that art objects, motifs, and styles define cultural identity.

Perception and Evaluation

9. Use the vocabulary of art to compare and contrast works of art.

10. Communicate and support interpretations of works of art.

11. Interpret a work of art in light of the context in which it was created.

12. Use external criteria to judge and evaluate works of art.

13. Use art concepts and vocabulary to reflect upon works of art.

Connections

15. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies).

16. Understand the ways in which we incorporate art into our lives (e.g. creating, collecting, appreciating).

17. Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator).

Music

Singing, Alone and with Others, a Varied Repertoire of Music

1. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

2. Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

3. Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

4. Students sing ostinatos, partner songs, and rounds.

5. Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

6. Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

7. Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.

8. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

9. Students sing music written in two and three parts.

Performing on Instruments Alone and with Others, a Varied Repertoire of Music

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

11. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

12. Students perform expressively a varied repertoire of music representing diverse genres and styles.

13. Students echo short rhythms and melodic patterns.

14. Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

15. Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, countersinging rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

16. Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

17. Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

18. Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

19. Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Improvising Melodies, Variations, and Accompaniments

20. Students improvise "answers" in the same style to given rhythmic and melodic phrases.

21. Students improvise simple rhythmic and melodic ostinato accompaniments.

22. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

23. Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

24. Students improvise simple harmonic accompaniments.

25. Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Composing and Arranging Music Within Specified Guidelines

26. Students use a variety of sound sources when composing.

27. Students compose short songs within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

28. Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

29. Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Reading and Notating Music

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

31. Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

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

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

34. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

35. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

36. Students use standard notation to record their musical ideas and the musical ideas of others.

Listening to, Analyzing, and Describing Music

37. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

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

39. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, such as children's voices and male and female adult voices.

40. Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

41. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

42. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Evaluating Music and Music Performances

43. Students devise criteria for evaluating performances and compositions.

44. Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

45. Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

46. Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Understanding Relationships Between Music, the Other Arts, and Disciplines Outside the Arts

47. Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the visual arts and music.

48. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

49. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).

Understanding Music in Relation to History and Culture

50. Students identify by genre or style aural examples of music from various historical periods and cultures.

51. Students describe in simple terms how elements of music are used in music examples from various cultures of the world.

52. Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

53. Students identify and describe roles of musicians (e.g., composer, conductor, folksinger, church organist) in various music settings and cultures.

54. Students demonstrate audience behavior appropriate for the context and style of music performed.

55. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

56. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

57. Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Physical Education

Motor Skills and Movement Patterns

1. Students achieve mature forms in the basic locomotor and manipulative skills.

2. They demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets).

3. Students also acquire some specialized skills basic to a movement form (e.g., basketball pass, softball fielding with a glove).

Movement Concepts and Tactics

4. Older children are able to comprehend more complex concepts and principles and apply them in structured settings.

5. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance.

Physical Activity

6. Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive.

Physical Fitness

7. Students participate in moderate to vigorous physical activity for longer periods of time without tiring.

8. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly.

9. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations.

Personal and Social Behavior

10. Older children are active participants and work well independently and with small groups enjoying the diversity of those around them.

11. Students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette.

12. They continue to develop cooperation and communication skills to enable completion of a common goal while working with a partner and/or small diverse groups.

13. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

Health, Enjoyment and Social Interaction

14. Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity.

15. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills.

16. Success and improvement are attributed to effort and practice.

Guidance

Academic Domain

The Academic standards for students guide the counseling program to implement strategies and activities to support and maximize student learning. Academic development includes:

1. Acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

2. Employing strategies to achieve success in school and choose from a wide range of post secondary options.

3. Understanding the relationship of academic learning to the world of work and to life at home and in the community.

Career Domain

The student content standards for career development guide the school counseling program to provide the foundation for students to acquire skills, attitudes and knowledge enabling students to:

4. Acquire skills to immerse in the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions.

5. Employ strategies to achieve future career goals and satisfaction.

6. Foster an understanding of the relationship between personal qualities, education, training and the world of work.

Personal/Social Domain

The content standards for personal/social development provide the foundation for personal and social growth as students progress through school and into adulthood.

This domain includes the acquisition of skills, attitudes and knowledge to helps students:

7. Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.

8. Make decisions, set goals and take necessary actions to achieve goals.

9. Understand safety and survival skills.

Global Perspective Domain

The content standards for global perspective provide the foundation for counseling programs to help students acquire the skills, attitudes and knowledge to:

10. Develop an understanding of culture as a cultural event.

11. Acquire an awareness of their family culture and own cultural identity.

12. Understand their host country and home(s) country's cultures.

13. Develop a personal practice for applying intercultural competence and bridging successfully across cultural difference.

14. Acquire knowledge and attitudes to manage transition effectively.

Map the ASP Lower School Curriculum

Grade 5

Navigating ASP Grade 5

AMERICAN SCHOOL OF PARIS *founded 1946*

All information valid as of January 2015.
For the most up-to-date information, the ASP Curriculum database can be accessed through:

http://asparis-public.rubicondatlas.org/

AMERICAN SCHOOL OF PARIS *founded 1946*

www.asparis.org

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