

The Martocchio Student Update

Student Name - George Washington

School ID #07041776 - Classroom #103 - Lunch #1776

Fourth & Fifth Grade Seminar

Reporting Period 1

Week	RPP	EAL	DCT	TRPL
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
AVE				

Reporting Period 2

Week	RPP	EAL	DCT	TRPL
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
AVE				

Reporting Period 3

Week	RPP	EAL	DCT	TRPL
29				
30				
31				
32				
33				
34				
35				
36				
37				
38	Last day of school is 6/6/24.			
AVE				

Abbreviations

RPP = Respects People, rights, feelings, perspectives, and Property.
 EAL = Engages Actively in Learning and contributes to the learning community.
 DCT = Demonstrates Critical Thinking, reasoning, and problem solving.
 TRPL = Takes Responsibility for and Perseveres in Learning (Seat Work and Homework).

Grading Key

4 = Extra Credit
 3 = Consistently
 2 = Sometimes
 1 = Rarely

Visual & Performing Arts



= Proficient



= Not Assessed or Not Proficient

Fourth Grade Standards

Dance

Generate and Conceptualize Artistic Ideas and Work

- 4.DA:Cr1a. Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).
- 4.DA:Cr1b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

Organize and Develop Artistic Ideas and Work

- 4.DA:Cr2a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
- 4.DA:Cr2b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Refine and Complete Artistic Work

- 4.DA:Cr3. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain and document choices made in the process.

Select, Analyze, and Interpret Artistic Work for Presentation

- 4.DA:Pr4 a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.
- 4.DA:Pr4b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.
- 4.DA:Pr4c. Analyze and refine phrases by incorporating a greater range of energy and dynamic changes to heighten the effect of their intent.

Develop and Refine Artistic Techniques and Work for Presentation

- 4.DA:Pr5a. Demonstrate technical dance skills (e.g., alignment, coordination, balance, core support) and movement characteristics when replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.
- 4.DA:Pr5b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.
- 4.DA:Pr5c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

Convey Meaning Through the Presentation of Artistic Work

- 4.DA:Pr6a. Consider how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).
- 4.DA:Pr6b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Perceive and Analyze Artistic Work

- 4.DA:Re7a. Find patterns of movement in dance works that create a style or theme.
- 4.DA:Re7b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

Interpret Intent and Meaning in Artistic Work

- 4.DA:Re8. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

Apply Criteria to Evaluate Artistic Work

- 4.DA:Re9. Define and discuss the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 4.DA:Cn10a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
- 4.DA:Cn10b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context

- 4.DA:Cn11. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

Fifth Grade Standards

Dance

Generate and Conceptualize Artistic Ideas and Work

- 5.DA:Cr1a. Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).
- 5.DA:Cr1b. Construct and solve multiple movement problems to develop choreographic content.

Organize and Develop Artistic Ideas and Work

- 5.DA:Cr2a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
- 5.DA:Cr2b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

Refine and Complete Artistic Work

- 5.DA:Cr3. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain and document the movement choices and refinements.

Select, Analyze, and Interpret Artistic Work for Presentation

- 5.DA:Pr4 a. Integrate static and dynamic shapes as well as floor and air pathways into dance sequences. Establish relationships with other dancers with intentionality and focus. Convert inward focus to outward focus.
- 5.DA:Pr4b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
- 5.DA:Pr4c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Develop and Refine Artistic Techniques and Work for Presentation

- 5.DA:Pr5a. Recall and execute a series of dance phrases using technical dance skills (e.g., alignment, coordination, balance, core support, clarity of movement).
- 5.DA:Pr5b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.
- 5.DA:Pr5c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

Convey Meaning Through the Presentation of Artistic Work

- 5.DA:Pr6a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
- 5.DA:Pr6b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

Perceive and Analyze Artistic Work

- 5.DA:Re7a. Find meaning or artistic intent from the patterns of movement in a dance work.
- 5.DA:Re7b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice.

Interpret Intent and Meaning in Artistic Work

- 5.DA:Re8. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Apply Criteria to Evaluate Artistic Work

- 5.DA:Re9. Demonstrate and discuss the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics of the dance.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 5.DA:Cn10a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
- 5.DA:Cn10b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context

- 5.DA:Cn11. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Health

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Health

Growth and Development

- 1.1.G Describe how living things grow and mature.
- 1.2.G Identify anatomical names of major internal and external body parts.
- 1.3.G Identify a variety of behaviors that promote healthy growth and development.
- 1.4.G Describe how members of a family have various roles, responsibilities, and individual needs.
- 2.1.G Explain why sleep and rest are important for proper growth and good health
- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about growth and development.

Injury Prevention and Safety

- 1.1.S Describe characteristics of safe and unsafe places.
- 1.2.S Identify labels of products that give information about cautions and dangers.
- 1.3.S Discuss the meaning of basic safety-related signs, symbols, and warning labels.
- 1.4.S Identify safety hazards in the home, at school, and in the community.
- 1.5.S Identify ways to reduce risk of injuries at home, at school, and in the community.
- 1.6.S Explain the importance of telling an adult if someone is in danger or being bullied.
- 1.7.S Distinguish between appropriate and inappropriate touching.
- 1.8.S Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.
- 1.9.S Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.1
- 1.10.S Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
- 1.11.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
- 1.12.S Define simple conflict resolution techniques.
- 1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).
- 2.1.S Describe internal and external influences that could lead to or prevent injury or violence.
- 3.1.S List people to go to for help if feeling unsafe or threatened.
- 4.1.S Describe how to report dangerous situations.
- 4.2.S Identify ways to report inappropriate touching.
- 5.1.S Analyze steps to take in emergency or potentially dangerous situations.
- 5.2.S Identify the benefits of using nonviolent means to resolve conflicts.
- 5.3.S Assess reasons for reporting weapons possession.
- 5.4.S Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.
- 6.0.S Skills for this content area are not identified until grade four.
- 7.1.S Practice ways to stay safe at home, at school, and in the community.
- 7.2.S Practice emergency, fire, and safety plans at home and at school.
- 7.3.S Explain appropriate protective gear and equipment.
- 8.1.S Encourage others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

- 1.1.P Explain the importance of effective dental and personal hygiene practices.
- 1.2.P Identify the importance of sun safety.
- 1.3.P Discuss the importance of preventing the transmission of germs.
- 1.4.P Identify ways to prevent the transmission of communicable diseases.
- 1.5.P Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).
- 1.6.P Explain the difference between communicable diseases and noncommunicable diseases. 1.7.P Discuss how individual behavior affects the environment and community.
- 1.8.P Identify materials that can be reduced, reused, or recycled.
- 1.9.P Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).
- 2.1.P Explain how family and friends influence positive health practices.
- 3.1.P Identify individuals in the school and in the community who promote health.
- 3.2.P Explain why parents or guardians keep a health record for their child.
- 4.1.P Demonstrate effective communication skills when asking for assistance with health-related problems.
- 4.2.P Demonstrate effective communication skills in an emergency situation.
- 5.1.P Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health.
- 6.1.P Make a plan to practice dental and personal hygiene.
- 7.1.P Demonstrate proper toothbrushing and flossing techniques.
- 7.2.P Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent handwashing).
- 7.3.P Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.
- 7.4.P Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.
- 8.1.P Educate family and peers to protect against skin damage from the sun.
- 8.2.P Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

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Language

= Proficient

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Fourth Grade Standards

Language Standards

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA
 - b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
 - h. Write fluidly and legibly in cursive or joined italics.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.*
 - b. Choose punctuation for effect.*
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 6. 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Fifth Grade Standards

Language Standards

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.*
 - e. Use correlative conjunctions (e.g., either/ or, neither/nor).
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Mathematics



= Proficient



= Not Assessed or Not Proficient

Fourth Grade Standards

Operations and Algebraic Thinking

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-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.

Number Operations - Fractions

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.
 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model.

Measurement & Data

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . .
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two-dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Fifth Grade Standards

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. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
- 2.1 Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$.
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. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number and Operations in Base Ten

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.
5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number Operations - Fractions

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.
3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. 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 $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. 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 a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
 - b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
 - c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

Measurement and Data

1. 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.
2. 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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. 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.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. 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.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
3. 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.
4. Classify two-dimensional figures in a hierarchy based on properties.

Visual & Performing Arts

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Media Arts

Generate and Conceptualize Artistic Ideas and Work

- 4.MA:Cr1 Conceive of original artistic goals for media artworks using a variety of generative methods, such as brainstorming and modeling.

Organize and Develop Artistic Ideas and Work

- 4.MA:Cr2 Discuss, test, and assemble ideas, plans, and/or models for media arts productions, considering the artistic goals and the presentation.

Refine and Complete Artistic Work

- 4.MA:Cr3a. a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated aesthetic principles, such as balance and contrast.
- 4.MA:Cr3b. b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

Select, Analyze, and Interpret Artistic Work for Presentation

- 4.MA:Pr4 Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks.

Develop and Refine Artistic Techniques and Work for Presentation

- 4.MA:Pr5a. a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, and collaboration, in media arts productions.
- 4.MA:Pr5b. b. Practice foundational innovative abilities, such as design thinking and novel use of tools, in addressing problems within and through media arts productions.

Convey Meaning Through the Presentation of Artistic Work

- 4.MA:Pr6 Explain the presentation conditions, audience response, and improvements for presenting.

Perceive and Analyze Artistic Work

- 4.MA:Re7a. a. Identify, describe, and explain how messages are created by components in media artworks.
- 4.MA:Re7b. b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.

Interpret Intent and Meaning in Artistic Work

- 4.MA:Re8 Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Apply Criteria to Evaluate Artistic Work

- 4.MA:Re9 Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 4.MA:Cn10a. a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.
- 4.MA:Cn10b. b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context

- 4.MA:Cn11a. a. Explain, verbally and/or in media artworks how media artworks and ideas, such as fantasy and reality and technology use, relate to everyday life and culture.
- 4.MA:Cn11b. b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

Fifth Grade Standards

Media Arts

Generate and Conceptualize Artistic Ideas and Work

- 5.MA:Cr1 Envision original ideas and innovations for media artworks using personal experiences and the work of others.

Organize and Develop Artistic Ideas and Work

- 5.MA:Cr2 Develop, present, and test ideas, plans, models, and/or proposals for media arts productions, considering the artistic goals and audience.

Refine and Complete Artistic Work

- 5.MA:Cr3a. a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated aesthetic principles, such as emphasis and exaggeration.
- 5.MA:Cr3b. b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

Select, Analyze, and Interpret Artistic Work for Presentation

- 5.MA:Pr4 Create media artworks through the integration of multiple contents and forms.

Develop and Refine Artistic Techniques and Work for Presentation

- 5.MA:Pr5a. a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique and collaboration, in media arts productions.
- 5.MA:Pr5b. b. Practice fundamental creative and innovative abilities, such as expanding conventions and experimental use of tools, in addressing problems within and through media arts productions.

Convey Meaning Through the Presentation of Artistic Work

- 5.MA:Pr6 Compare qualities and purposes of presentation formats, associated processes, results, and improvements for presentation of media artworks.

Perceive and Analyze Artistic Work

- 5.MA:Re7a. a. Identify, describe, and differentiate how messages and meaning are created by components in media artworks.
- 5.MA:Re7b. b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

Interpret Intent and Meaning in Artistic Work

- 5.MA:Re8 Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

Apply Criteria to Evaluate Artistic Work

- 5.MA:Re9 Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 5.MA:Cn10a. a. Access and use internal and external resources, such as interests, knowledge, and experiences, to create media artworks.
- 5.MA:Cn10b. b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and events.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context

- 5.MA:Cn11a. a. Research and show how media artworks and ideas relate to personal, social, and community life, such as exploring commercial and information purposes, history, and ethics.
- 5.MA:Cn11b. b. Examine, discuss, and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

Visual & Performing Arts

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Music

Generate and Conceptualize Artistic Ideas and Work

- 4.MU:Cr1a. a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- 4.MU:Cr1b. b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

Organize and Develop Artistic Ideas and Work

- 4.MU:Cr2a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
- 4.MU:Cr2b. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Refine and Complete Artistic Work

- 4.MU:Cr3.1 Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively developed criteria and feedback to show improvement over time.
- 4.MU:Cr3.2 Present the final version of personal created music to others and explain connection to expressive intent.

Select, Analyze, and Interpret Artistic Work for Presentation

- 4.MU:Pr4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
- 4.MU:Pr4.2a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
- 4.MU:Pr4.2b. When analyzing selected music, read and perform using iconic and/or standard notation.
- 4.MU:Pr4.2c. Explain how context (such as personal, social, and cultural) informs a performance.
- 4.MU:Pr4.3 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Develop and Refine Artistic Techniques and Work for Presentation

- 4.MU:Pr5a. Apply teacher- provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- 4.MU:Pr5b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Convey Meaning Through the Presentation of Artistic Work

- 4.MU:Pr6a. Perform music with expression, technical accuracy, and appropriate interpretation.
- 4.MU:Pr6b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Perceive and Analyze Artistic Work

- 4.MU:Re7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 4.MU:Re7.2 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, and cultural).

Interpret Intent and Meaning in Artistic Work

- 4.MU:Re8 Demonstrate and explain how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent.

Apply Criteria to Evaluate Artistic Work

- 4.MU:Re9 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 4.MU:Cn10 Describe and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 4.MU:Cn11 Describe and demonstrate connections between music and societal, cultural, and historical contexts.

Fifth Grade Standards

Music

Generate and Conceptualize Artistic Ideas and Work

- 5.MU:Cr1a. a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- 5.MU:Cr1b. b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Organize and Develop Artistic Ideas and Work

- 5.MU:Cr2a. a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- 5.MU:Cr2b. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

Refine and Complete Artistic Work

- 5.MU:Cr3.1 Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively developed criteria and feedback, and explain rationale for changes.
- 5.MU:Cr3.2 Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.

Select, Analyze, and Interpret Artistic Work for Presentation

- 5.MU:Pr4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
- 5.MU:Pr4.2a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- 5.MU:Pr4.2b. When analyzing selected music, read and perform using standard notation.
- 5.MU:Pr4.3c. Explain how context (such as personal, social, cultural, and historical) informs performances.
- 5.MU:Pr4.3 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Develop and Refine Artistic Techniques and Work for Presentation

- 5.MU:Pr5a. Apply teacher- provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- 5.MU:Pr5b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Convey Meaning Through the Presentation of Artistic Work

- 5.MU:Pr6a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- 5.MU:Pr6b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Perceive and Analyze Artistic Work

- 5.MU:Re7.1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 5.MU:Re7.2 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, cultural, and historical).

Interpret Intent and Meaning in Artistic Work

- 5.MU:Re8 Demonstrate and explain how expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' personal interpretations to reflect creators' expressive intent.

Apply Criteria to Evaluate Artistic Work

- 5.MU:Re9 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 5.MU:Cn10 Explain and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 5.MU:Cn11 Explain and demonstrate connections between music and societal, cultural, and historical contexts.

Physical Education



= Proficient



= Not Assessed or Not Proficient

Fourth Grade Standards

Physical Education

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

- 1.1 Perform simple balance stunts with a partner while sharing a common base of support.
- 1.2 Change direction quickly to maintain the spacing between two players.
- 1.3 Change direction quickly to increase the spacing between two players.
- 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

Locomotor Movement

- 1.5 Jump a self-turned rope.

Manipulative Skills

- 1.6 Throw and catch an object with a partner while both partners are moving.
- 1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
- 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- 1.9 Catch a fly ball above the head, below the waist, and away from the body.
- 1.10 Kick a ball to a moving partner, using the inside of the foot.
- 1.11 Kick a stationary ball from the ground into the air.
- 1.12 Punt a ball dropped from the hands.
- 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.
- 1.15 Strike a gently tossed ball with a bat, using a side orientation.
- 1.16 Keep a foot-dribbled ball away from a defensive partner.
- 1.17 Keep a hand-dribbled ball away from a defensive partner.
- 1.18 Manipulate an object by using a long-handled implement.
- 1.19 Stop a kicked ball by trapping it with the foot while standing still.
- 1.20 Volley a tossed lightweight ball, using the forearm pass.

Rhythmic Skills

- 1.21 Perform a series of basic square-dance steps.
- 1.22 Perform a routine to music that includes even and uneven locomotor patterns.

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

Movement Concepts

- 2.1 Explain the difference between offense and defense.
- 2.2 Describe ways to create more space between an offensive player and a defensive player.

Body Management

- 2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.
- 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

Manipulative Skills

- 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.
- 2.6 Distinguish between punting and kicking and describe the similarities and differences.
- 2.7 Compare and contrast dribbling a ball without a defender and with a defender.
- 2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
- 2.9 Identify key body positions used for volleying a ball.

Manipulative Skills

- 2.10 Design a routine to music that includes even and uneven locomotor patterns.

3. Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.
- 3.2 Demonstrate the correct body position for pushing and pulling large objects.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
- 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility

- 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
- 3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify the correct body alignment for performing lower-body stretches.
- 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.
- 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
- 4.4 Identify healthful choices for meals and snacks that help improve physical performance.
- 4.5 Explain why the body needs water before, during, and after physical activity.
- 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
- 4.7 Explain the purpose of warm-up and cool-down periods.

Aerobic Capacity

- 4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.
- 4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.
- 4.10 Identify two characteristics of physical activity that build aerobic capacity.
- 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Muscular Strength/Endurance

- 4.12 Describe the difference between muscular strength and muscular endurance.
- 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
- 4.14 Recognize how strengthening major muscles can improve performance at work and play.
- 4.15 Describe the correct form to push and pull heavy objects.

Flexibility

- 4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition

- 4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

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

Self-Responsibility

- 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward attainment of a personal fitness goal.
- 5.3 Accept responsibility for one's own performance without blaming others.
- 5.4 Respond to winning and losing with dignity and respect.

Social Interaction

- 5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics

- 5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.

Fifth Grade Standards

Physical Education

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

- 1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement

- 1.2 Jump for height, using proper takeoff and landing form.
- 1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills

- 1.4 Enter, jump, and leave a long rope turned by others.
- 1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
- 1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
- 1.7 Field a thrown ground ball.
- 1.8 Punt a ball, dropped from the hands, at a target.
- 1.9 Stop a kicked ball by trapping it with the foot while moving.
- 1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
- 1.11 Hit a softly tossed ball backhanded with a paddle or racket.
- 1.12 Strike a tossed ball, with different implements, from a side orientation.
- 1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.
- 1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
- 1.15 Dribble a ball and kick it toward a goal while being guarded.
- 1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.
- 1.17 Volley a tossed ball to an intended location.

Rhythmic Skills

- 1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
- 1.19 Design and perform a routine to music that involves manipulation of an object.

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

Movement Concepts

- 2.1 Explain the importance of open space in playing sport-related games.
- 2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management

- 2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills

- 2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

Rhythmic Skills

- 2.5 Design a routine to music, changing speed and direction while manipulating an object.

3. Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
- 3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Muscular Strength/Endurance

- 3.4 Perform an increasing number of oblique curl-ups on each side.
- 3.5 Perform increasing numbers of triceps push-ups.

Flexibility

- 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition

- 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment

- 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.
- 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
- 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.
- 4.3 Develop and describe three short-term and three long-term fitness goals.
- 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
- 4.5 Explain the elements of warm-up and cool-down activities.
- 4.6 Record water intake before, during, and after physical activity.
- 4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity

- 4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.
- 4.10 Compare target heart rate and perceived exertion during physical activity.
- 4.11 Measure and record the heart rate before, during, and after vigorous physical activity.
- 4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

- 4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

- 4.14 Explain the benefits of stretching after warm-up activities.

Body Composition

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
- 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

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

Self-Responsibility

- 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
- 5.2 Work toward a long-term physical activity goal and record data on one's progress.
- 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
- 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction

- 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
- 5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics

- 5.7 Accommodate individual differences in others' physical abilities in small-group activities.
- 5.8 Appreciate physical games and activities reflecting diverse heritages.

Reading

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Reading Standards for Literature

Key Ideas and Details

- 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g.,
- 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 8. (Not applicable to literature)
- 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

- 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Key Ideas and Details

- 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 8. Explain how an author uses reasons and evidence to support particular points in a text.
- 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills

Phonics and Word Recognition

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

Fluency

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

Fifth Grade Standards

Reading Standards for Literature

Key Ideas and Details

- 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters

Craft and Structure

- 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 8. (Not applicable to literature)
- 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

- 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills

Phonics and Word Recognition

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

Fluency

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

Science

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Standards for Next Generation Science

4-LS1 From Molecules to Organisms: Structures and Processes

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

4-ESS1 Earth's Place in the Universe

- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

4-ESS2 Earth's Systems

- 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3 Earth and Human Activity

- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

4-PS3 Energy

- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS4 Waves and their Applications in Technologies for Information Transfer

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

3–5-ETS1 Engineering Design

- 3–5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3–5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Fifth Grade Standards

Standards for Next Generation Science

5-LS1 From Molecules to Organisms: Structures and Processes

- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2 Ecosystems: Interactions, Energy, and Dynamics

- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS1 Earth's Place in the Universe

- 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

5-ESS2 Earth's Systems

- 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- 5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3 Earth and Human Activity

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

5-PS1 Matter and Its Interactions

- 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2 Motion and Stability: Forces and Interactions

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3 Energy

- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

3–5-ETS1 Engineering Design

- 3–5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3–5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies



= Proficient



= Not Assessed or Not Proficient

Fourth Grade Standards

History & Social Science

California: A Changing State

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

Fifth Grade Standards

History & Social Science

United States History and Geography: Making a New Nation

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

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

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

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

5.3 Students describe the cooperation and conflict that existed among

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the interethnic Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

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

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

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

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

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

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

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

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

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

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

Speaking & Listening

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Identify the reasons and evidence a speaker or media source provides to support particular points.

Presentation of Knowledge and Ideas

- 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.
- 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Fifth Grade Standards

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Presentation of Knowledge and Ideas

- 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA
 - b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA
- 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Visual & Performing Arts

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Theatre

Generate and Conceptualize Artistic Ideas and Work

- 4.TH:Cr1a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.
- 4.TH:Cr1b. Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work.
- 4.TH:Cr1c. Visualize and design technical theatre elements that support the story and given circumstances in a drama/theatre work.

Organize and Develop Artistic Ideas and Work

- 4.TH:Cr2a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
- 4.TH:Cr2b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Refine and Complete Artistic Work

- 4.TH:Cr3a. Revise and refine an improvised or scripted drama/ theatre work through rehearsal and collaborative review.
- 4.TH:Cr3b. Develop physical and vocal exercise techniques for an improvised or scripted drama/ theatre work.
- 4.TH:Cr3c. Collaborate on solutions to design and technical theatre element problems that arise in rehearsal for a drama/theatre work.

Select, Analyze, and Interpret Artistic Work for Presentation

- 4.TH:Pr4a. Adapt the dialogue and action to change the story in a drama/theatre work.
- 4.TH:Pr4b. Make physical choices to develop a character in a drama/theatre work.

Develop and Refine Artistic Techniques and Work for Presentation

- 4.TH:Pr5a. Practice selected exercises that can be used in a group setting for drama/ theatre work.
- 4.TH:Pr5b. Propose the use of technical theatre elements in a drama/theatre work.

Convey Meaning Through the Presentation of Artistic Work

- 4.TH:Pr6 Present a drama/ theatre work to peers as audience and reflect on performance.

Perceive and Analyze Artistic Work

- 4.TH:Re7 Identify artistic choices made in a drama/theatre work through participation and observation.

Interpret Intent and Meaning in Artistic Work

- 4.TH:Re8a. Compare and contrast multiple personal experiences when participating in or observing a drama/ theatre work.
- 4.TH:Re8b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural contexts.
- 4.TH:Re8c. Identify and discuss physiological changes connected to emotions in drama/theatre work.

Apply Criteria to Evaluate Artistic Work

- 4.TH:Re9a. Develop and implement a plan to evaluate drama/ theatre work.
- 4.TH:Re9b. Analyze and evaluate a character's choice in a drama/theatre work from an audience perspective.
- 4.TH:Re9c. Explore how technical theatre elements may support a theme or idea in a drama/ theatre work.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 1.TH:Cn10 Identify character emotions in a guided drama experience and relate it to personal experience.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 1.TH:Cn11.1a. Apply skills and knowledge from different art forms and content areas in a guided drama experience.
- 1.TH:Cn11.1b. Use active listening skills to participate in and observe a guided drama experience.
- 1.TH:Cn11.2a. Identify similarities and differences in stories from one's own community in a guided drama experience.
- 1.TH:Cn11.2b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.

Fifth Grade Standards

Theatre

Generate and Conceptualize Artistic Ideas and Work

- 5.TH:Cr1a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
- 5.TH:Cr1b. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.
- 5.TH:Cr1c. Propose design ideas that support the story and given circumstances in a drama/theatre work.

Organize and Develop Artistic Ideas and Work

- 5.TH:Cr2a. Devise original ideas for a drama/ theatre work that reflect collective inquiry about characters and their given circumstances.
- 5.TH:Cr2b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

Refine and Complete Artistic Work

- 5.TH:Cr3a. Revise and refine an improvised or scripted drama/ theatre work through rehearsal, collaborative review, and reflection.
- 5.TH:Cr3b. Use physical and vocal exploration for character development in a devised or scripted drama/theatre work.
- 5.TH:Cr3c. Create innovative solutions to design and technical theatre element problems that arise in rehearsal for a drama/theatre work.

Select, Analyze, and Interpret Artistic Work for Presentation

- 5.TH:Pr4a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/ theatre work.
- 5.TH:Pr4b. Use physical choices to create meaning in a drama/theatre work.

Develop and Refine Artistic Techniques and Work for Presentation

- 5.TH:Pr5a. Choose acting exercises that can be applied to a drama/theatre work.
- 5.TH:Pr5b. Demonstrate the use of technical theatre elements in a drama/theatre work.

Convey Meaning Through the Presentation of Artistic Work

- 5.TH:Pr6 With prompting and supports, use movement and gestures to communicate emotions in a guided drama experience and share with others.

Perceive and Analyze Artistic Work

- 5.TH:Re7 Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

Interpret Intent and Meaning in Artistic Work

- 5.TH:Re8a. Justify responses based on personal experiences when participating in or observing a drama/ theatre work.
- 5.TH:Re8b. Explain responses to characters based on cultural contexts when participating in or observing drama/theatre work.
- 5.TH:Re8c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Apply Criteria to Evaluate Artistic Work

- 5.TH:Re9a. Develop multiple criteria to evaluate drama/theatre work.
- 5.TH:Re9b. Analyze and evaluate a character's circumstances in a drama/theatre work from an audience perspective.
- 5.TH:Re9c. Assess how technical theatre elements represent the theme of a drama/ theatre work.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 1.TH:Cn10 Identify character emotions in a guided drama experience and relate it to personal experience.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 1.TH:Cn11.1a. Apply skills and knowledge from different art forms and content areas in a guided drama experience.
- 1.TH:Cn11.1b. Use active listening skills to participate in and observe a guided drama experience.
- 1.TH:Cn11.2a. Identify similarities and differences in stories from one's own community in a guided drama experience.
- 1.TH:Cn11.2b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.

Visual & Performing Arts

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Visual Arts

1. Generate and Conceptualize Artistic Ideas and Work

- 4.VA:Cr1.1 Brainstorm individual and collaborative approaches to a creative art or design problem.
- 4.VA:Cr1.2 Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

2. Organize and Develop Artistic Ideas and Work

- 4.VA:Cr2.1 Explore and invent art-making techniques and approaches.
- 4.VA:Cr2.2 When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- 4.VA:Cr2.3 Document, describe, and represent regional constructed environments.

3. Refine and Complete Artistic Work

- 4.VA:Cr3 Revise artwork in progress on the basis of insights gained through peer discussion.

4. Select, Analyze, and Interpret Artistic Work for Presentation

- 4.VA:Pr4 Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

5. Develop and Refine Artistic Techniques and Work for Presentation

- 4.VA:Pr5 Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

6. Convey Meaning Through the Presentation of Artistic Work

- 4.VA:Pr6 Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

7. Perceive and Analyze Artistic Work

- 4.VA:Re7.1 Compare responses to a work of art before and after working in similar media.
- 4.VA:Re7.2 Analyze components in visual imagery that convey messages.

8. Interpret Intent and Meaning in Artistic Work

- 4.VA:Re8 Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Apply Criteria to Evaluate Artistic Work

- 4.VA:Re9 Apply one set of criteria to evaluate more than one work of art.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 4.VA:Cn10 Create works of art that reflect community cultural traditions.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 4.VA:Cn11 Through observation, infer information about time, place, and culture in which a work of art was created.

Fifth Grade Standards

Visual Arts

1. Generate and Conceptualize Artistic Ideas and Work

- 5.VA:Cr1.1 Combine ideas to generate an innovative idea for art-making.
- 5.VA:Cr1.2 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

2. Organize and Develop Artistic Ideas and Work

- 5.VA:Cr2.1 Experiment and develop skills in multiple art-making techniques and approaches through practice.
- 5.VA:Cr2.2 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- 5.VA:Cr2.3 Identify, describe, and visually document places and/or objects of personal significance.

3. Refine and Complete Artistic Work

- 5.VA:Cr3 Use art vocabulary to describe personal choices in artmaking and in creating artist statements.

4. Select, Analyze, and Interpret Artistic Work for Presentation

- 5.VA:Pr4 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

5. Develop and Refine Artistic Techniques and Work for Presentation

- 5.VA:Pr5 Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

6. Convey Meaning Through the Presentation of Artistic Work

- 5.VA:Pr6 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

7. Perceive and Analyze Artistic Work

- 5.VA:Re7.1 Compare one's own interpretation of a work of art with the interpretation of others.
- 5.VA:Re7.2 Identify and analyze cultural associations suggested by visual imagery.

8. Interpret Intent and Meaning in Artistic Work

- 5.VA:Re8 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Apply Criteria to Evaluate Artistic Work

- 5.VA:Re9 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Synthesize and Relate Knowledge and Personal Experiences to Make Art

- 5.VA:Cn10 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 5.VA:Cn11 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Writing

= Proficient

= Not Assessed or Not Proficient

Fourth Grade Standards

Writing Standards

Text Types and Purposes

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
- 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

- 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].”).
 - b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fifth Grade Standards

Writing Standards

Text Types and Purposes

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Production and Distribution of Writing

- 4. Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
- 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

- 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.