Dear Parent/Guardian:

The following pages contain the program of study that your child will pursue during the current school year in the areas of English language arts, mathematics, science, information technology, social studies, the arts, and healthful living. The Elementary Education department of the Cumberland County School System is pleased to be able to provide you with this curriculum guide, and we hope that you will reference its contents often as you work with the school to ensure your child’s academic success.

The North Carolina Standard Course of Study, the current curriculum taught throughout North Carolina, is comprised of Common Core State Standards and Essential Standards. These standards describe what students should know and be able to do from kindergarten through twelfth grade. Each grade level builds upon the next so that by graduation, all students will be successfully prepared to enter the world of higher academia with a college-ready foundation. However, for students choosing to enter the workforce following the completion of high school, the standards will ensure that they are successfully prepared to handle the challenges of an increasingly evolving marketplace.

The standards have been developed to be more rigorous and relevant and are designed to improve educational outcomes for all students, thus ensuring that our nation’s students are able to succeed in a globally competitive workforce. We invite you to join the educators of Cumberland County as we work together to ensure success for all students throughout our system.

Sincerely,

Executive Director of Elementary Education
ENGLISH LANGUAGE ARTS

The elementary language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year to progress towards college and career readiness in each particular area.

### Reading: 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 interact).

**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: 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.
Reading: Informational Text (Continued)

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: Foundational Skills

Phonics and Word Recognition
1. 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
2. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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.
   e. Provide a concluding statement or section related to the information or explanation presented.
Writing (Continued)

Text Types and Purposes (Continued)
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.
   c. Use a variety of transitional words, phrases, and clauses 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 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.)
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.
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.

Speaking and Listening

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 makes and explain how each claim is supported by reasons and evidence.
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.
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.

Language

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.
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).
Fifth Grade Writing Sample

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Fifth graders will continue to compose three different types of writing: opinion pieces, narrative texts, and informative/explanatory texts. Students produce clear coherent writing in which the organization is appropriate to task, purpose, and audience. They develop and strengthen writing through editing with guidance and support from peers. Students will demonstrate exemplary command of the conventions of standard written English. They use technology to produce and publish a minimum of two pages typed writing.

The following is an example of an informative/explanatory piece that was produced in class.

Student Sample - Grade 5: Informative/Explanatory

Author Response: Roald Dahl

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobble funking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible.

Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.

In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.
The elementary mathematics curriculum is designed to develop deep understanding of foundational math ideas. In order to allow time for such understanding, each grade level focuses on concepts and skills related to two-four focal points (including geometry, number sense, and fractions). The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics. Through this study, students will also develop behaviors of proficient mathematicians. They will learn how to justify their thinking, reason abstractly, use precise language, and notice patterns.

**Mathematics**

### Operations and Algebraic Thinking

**Write and interpret numerical expressions.**
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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

**Analyze patterns and relationships.**
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

**Understand the place value system.**
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 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (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.

**Perform operations with multi-digit whole numbers and with decimals to hundredths.**
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 and Operations - Fractions**

Use equivalent fractions as a strategy to add and subtract 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, 2/3 + 1/2 = 3/7, by observing that 3/7 < 1/2.

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

3. Interpret a fraction as division of the numerator by the denominator \((a/b = a ÷ b)\). 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 \((a/b) × q\) as a parts of a partition of \(q\) into \(b\) equal parts; equivalently, as the result of a sequence of operations \(a × q ÷ b\). For example, use a visual fraction model to show \((2/3) × 4 = 8/3\), and create a story context for this equation. Do the same with \((2/3) × (4/5) = 8/15\). (In general, \((a/b) × (c/d) = ac/bd\).)
   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 \(a/b = (n × a)/(n × b)\) 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 \((1/3) ÷ 4\), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that \((1/3) ÷ 4 = 1/12\) because \((1/12) × 4 = 1/3\).
   b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for \(4 ÷ (1/5)\), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that \(4 ÷ (1/5) = 20\) because \(20 × (1/5) = 4\).
   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**

Convert like measurement units within a given measurement system.

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.
Measurement and Data (Continued)

2. **Represent and interpret data.**
   - 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.

   **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**
   - Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
     - 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.
     - 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.
   - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
   - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
     - 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.
     - 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.
     - 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. **Graph points on the coordinate plane to solve real-world and mathematical problems.**
   - 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).
   - 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.

2. **Classify two-dimensional figures into categories based on their properties.**
   - 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.
   - Classify two-dimensional figures in a hierarchy based on properties.
SCIENCE

Fifth grade students focus on using evidence, models, and reasoning to form scientific explanations. Evidence consists of observations and data on which scientific explanations are based. Using evidence to understand interactions allows students to predict changes in natural and human-designed systems. Models are tentative schemes or structures constructed to represent real objects or processes. Models help students understand how things work. Explanations incorporate prior knowledge and new evidence from observations, experiments, or models into consistent, logical statements in the three strand of science. As students come to understand science concepts and processes, their explanations should become more accurate and logical.

Physical Science

Forces and Motion
Understand force, motion, and the relationship between them.
1. Explain how factors such as gravity, friction, and change in mass affect the motion of objects.
2. Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.
3. Illustrate the motion of an object using a graph to show a change in position over a period of time.
4. Predict the effect of a given force or a change in mass on the motion of an object.

Matter, Properties, and Change
Understand the interactions of matter and energy and the changes that occur.
1. Explain how the sun’s energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation, and runoff).
2. Compare the weight of an object to the sum of the weight of its parts before and after an interaction.
3. Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.

Energy: Conservation and Transfer
Explain how the properties of some materials change as a result of heating and cooling.
1. Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures (conduction, convection, or radiation).
2. Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.

Earth Science

Earth Systems, Structures, and Processes
Understand weather patterns and phenomena, making connections to the weather in a particular place and time.
1. Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
2. Predict upcoming weather events from weather data collected through observation and measurements.
3. Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

Life Science

Structures and Functions of Living Organisms
Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.
1. Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.
2. Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.
SOCIAL STUDIES

Continuing the history, geography, civics and government, economics, and culture strands from previous grades, fifth grade expectations will address change and continuity in United States history. Using primary and secondary sources, fifth grade students will compare founding documents of the United States, such as the United States Constitution, with those of North Carolina, such as the North Carolina Constitution. Students will learn about the “Founding Fathers” who envisioned the path for our democratic republic, while also exploring the contributions of diverse groups to the building of our nation. Speeches that laid the foundation of American ideals and institutions will be studied along with the examination of everyday life during the Pre-Colonial period through Reconstruction. Building on their knowledge of economic principles, students focus on economic growth in the United States and develop an understanding of production, specialization, and the division of labor.

History

Analyze the chronology of key events in the United States.
1. Evaluate the relationships between European explorers (French, Spanish, and English) and American Indian groups, based on accuracy of historical information (beliefs, fears, and leadership).
2. Summarize the political, economic, and social aspects of colonial life in the thirteen colonies.
3. Analyze the impact of major conflicts, battles, and wars on the development of our nation through Reconstruction.

Understand the role of prominent figures in shaping the United States.
1. Summarize the contributions of the “Founding Fathers” to the development of our country.
2. Explain how key historical figures have exemplified values and principles of American democracy.
3. Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.
Geography and Environmental Literacy

Understand how human activity has and continues to shape the United States.
1. Explain the impact of the physical environment on early settlements in the New World.
2. Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
3. Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations.
4. Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

Economics and Financial Literacy

Understand how a market economy impacts life in the United States.
1. Summarize the role of international trade between the United States and other countries through Reconstruction.
2. Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.

Understand that personal choices result in benefits or consequences.
1. Explain the importance of developing a basic budget for spending and saving.
2. Evaluate the costs and benefits of spending, borrowing, and saving.

Civics and Governance

Understand the development, structure, and function of government in the United States.
1. Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European, and British).
2. Summarize the organizational structures and powers of the United States government (legislative, judicial, and executive branches of government).
3. Analyze historical documents that shaped the foundation of the United States government.

Analyze life in a democratic republic through rights and responsibilities of citizens.
1. Understand the values and principles of a democratic republic.
2. Analyze the rights and responsibilities of United States citizens in relation to the concept of “common good” according to the United States Constitution (Bill of Rights).
3. Exemplify ways in which the rights, responsibilities, and privileges of citizens are protected under the United States Constitution.
4. Explain why civic participation is important in the United States.

Culture

Understand how increased diversity resulted from migration, settlement patterns, and economic development in the United States.
1. Analyze the change in leadership, cultures, and everyday life of the American Indian groups before and after European exploration.
2. Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.
3. Explain how the movement of goods, ideas, and various cultural groups influenced the development of regions in the United States.
4. Understand how cultural narratives (legends, songs, ballads, games, folk tales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.
The Information and Technology curriculum prepares students to use computer technology for school, work, and personal use; for accessing and applying information; for problem solving; and for communicating ideas and data. Elementary school students will leave each grade level with a greater, more established ability to utilize the tools of technology not only for research but as avenues of reinforcement for learned concepts.

**Sources of Information**
Apply criteria to determine appropriate information resources for specific topics and purposes.

1. Use various types of resources to gather information (including print and online media).
2. Use relevant sources of information for an assigned task.
3. Use reliable sources of information.

**Informational Text**
Analyze appropriate strategies when reading for enjoyment and for information.

1. Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks.
2. Differentiate strategies when reading various genres.

**Technology as a Tool**
Use technology tools and skills to reinforce and extend classroom concepts and activities.

1. Use a variety of technology tools to gather data and information (e.g., web-based resources, e-books, online communication tools, etc.).
2. Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
3. Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

**Research Process**
Apply a research process as part of collaborative research.

1. Implement a research process by collaborating effectively with other students.

**Safety and Ethical Issues**
Understand issues related to the safe, ethical, and responsible use of information and technology resources.

1. Understand the guidelines for responsible use of technology hardware.
2. Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.
3. Understand internet safety precautions (personal information, passwords, etc.).
Music is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. The K-5 music program is designed to develop musical literacy. The processes of creating, performing, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students’ development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

### Musical Literacy

**Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.**
1. Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.
2. Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.
3. Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.

**Interpret the sound and symbol systems of music.**
1. Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.
2. Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.
3. Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.
4. Use standard symbols to notate rhythm, meter, pitch, and dynamics.

**Create music using a variety of sound and notational sources.**
1. Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.
2. Create compositions and arrangements within specified guidelines.
3. Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half, and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.

### Musical Response

Understand the interacting elements to respond to music and music performances.

1. Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.
2. Use music terminology in explaining music, including notation, instruments, voices, and performances.
3. Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.
4. Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

### Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

1. Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.
2. Understand the relationships between music and concepts from other areas.
Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The visual arts program is designed to develop visual literacy by promoting fluency in the various modes of visual communication. Students learn the visual arts by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

Visual Literacy

Use the language of visual arts to communicate effectively.
1. Use appropriate art vocabulary to describe art movements.
2. Create art that reflects personal voice and choice.
3. Classify works of art in terms of whether they are realistic, abstract, or non-objective.
4. Understand the relationship between the Elements of Art and the Principles of Design.
5. Apply the Principles of Design in creating compositions.

Apply creative and critical thinking skills to artistic expression.
1. Evaluate solutions to artistic problems, including their effectiveness.
2. Use ideas and imagery from the global environment as sources for creating art.
3. Create realistic, imaginative, abstract, and non-objective art.

Create art using a variety of tools, media, and processes, safely and appropriately.
1. Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.
2. Use appropriate media for the creation of original art.
3. Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

Contextual Relevancy

Understand the global, historical, societal, and cultural contexts of the visual arts.
1. Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States.
2. Recognize key contributions of North American artists in history.
3. Classify North American artists in terms of styles, genre, and/or movements.
4. Explain how traditions and values influence ideas, issues, and themes found in art.
5. Analyze the effect of the geographic location and physical environment on the media and subject matter of North American art and artists.

Understand the interdisciplinary connections and life applications of the visual arts.
1. Analyze the relationship between arts and daily life in product design, print, and digital media.
2. Exemplify how information and skills learned in art can be applied in other disciplines.
3. Understand the balance of individual roles and collaborative skills to create art.
4. Interpret visual images from media sources and the immediate environment.

Critical Response

Use critical analysis to generate responses to a variety of prompts.
1. Judge art through the application of art concepts and vocabulary.
2. Critique personal art based on established criteria and expressive qualities.
Healthful Living

The Healthful Living curriculum is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.

Mental and Emotional Health

- **Apply positive stress management strategies.**
  1. Implement positive stress management strategies.
  2. Evaluate the effectiveness of stress management strategies.

- **Understand help-seeking strategies for depression and mental disorders.**
  1. Interpret feelings of depression and sadness as normal responses to loss.
  2. Summarize how to seek assistance from reliable resources for depression and sadness.

Personal and Consumer Health

- **Understand wellness, disease prevention, and recognition of symptoms.**
  1. Explain the influence of personal values on health behaviors.
  2. Design a personal action plan for sufficient rest and sleep.

- **Analyze health products and sources of health information.**
  1. Recognize dependable resources of health information.
  2. Differentiate between safe and unsafe products.

- **Apply measures for cleanliness and disease prevention.**
  1. Implement a personal dental health plan to include brushing, flossing, nutrition, and injury prevention.
  2. Carry out activities that avoid harmful effects of the sun.

- **Understand body systems and organs, functions, and their care.**
  1. Summarize the functions of the organs which make up the digestive system.
  2. Interpret the relationship between and among the vessels and organs of the circulatory system.

Heart showing auricles
Interpersonal Communication and Relationships

Apply tools (MyPyramid) to plan healthy nutrition and fitness.
1. Use MyPyramid to make healthy choices of foods and beverages.
2. Use recommendations in MyPyramid to increase physical activity.

Understand the benefits of nutrition and fitness to disease prevention.
1. Contrast dieting and healthy weight management, including limiting high-fat and high-sugar foods.
2. Explain the benefits of regular physical activity on physical, mental, emotional, and social health.
3. Summarize normal weight gain and body changes during puberty.

Nutrition and Physical Activity

Understand healthy and effective interpersonal communication and relationships.
1. Illustrate the dangers of communicating with unknown individuals.
2. Summarize things you can do to seek assistance when encountering a stranger.
3. Explain the impact of stereotyping and discrimination on other people’s self-respect and feelings.
4. Summarize how to solve problems and resolve conflict without avoidance or violence.

Analyze the changes and influences that occur during puberty and adolescence.
1. Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.
2. Differentiate between accurate and inaccurate sources of information about puberty and development.
3. Summarize the functions of the male and female reproductive systems.
4. Illustrate how societal influences can impact behavioral choices and feelings regarding one’s reproductive health.
5. Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.

Alcohol, Tobacco, and Other Drugs

Understand health risks associated with use of alcohol.
1. Explain the short-term and long-term effects of alcohol abuse.
2. Explain the effects of alcohol abuse on others.

Understand why people use alcohol.
1. Explain possible internal and external influences to use alcohol.
2. Evaluate the effect of advertising strategies of alcohol companies on people’s use of alcohol.

Apply risk reduction behaviors to protect self and others from alcohol use.
1. Use refusal skills to resist the pressure to experiment with alcohol and other drug use.
2. Design strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.
Physical Education

Motor Skill Development

Apply competent motor skills and movement patterns needed to perform a variety of physical activities.
1. Execute combinations of more complex locomotor skills and manipulative skills specific to individual, dual, and team activities.
2. Use increasingly complex skills with power and accuracy.
3. Illustrate mature form in combining locomotor and manipulative skills for traditional and non-traditional activities.
4. Create movement sequences that are smooth and fluid and have several different rhythmic patterns.

Movement Concepts

Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.
1. Select scientific principles and/or concepts that have an effect on the quality of complex movement.
2. Evaluate movement and game skills in order to provide feedback that will lead to improvement.
3. Identify basic offensive and defensive strategies in modified game situations.
4. Analyze the five components of health-related physical fitness in terms of their relationship to various activities.

Health-Related Fitness

Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.
1. Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness assessment.
2. Implement strategies to achieve health-related physical fitness.
3. Select physical activities that develop/maintain each of the five components of health-related fitness.

Personal/Social Responsibility

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.
1. Use self-control to work independently in developing responsibility and respect for self and others.
2. Use cooperation and communication skills to achieve common goals.
3. Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.