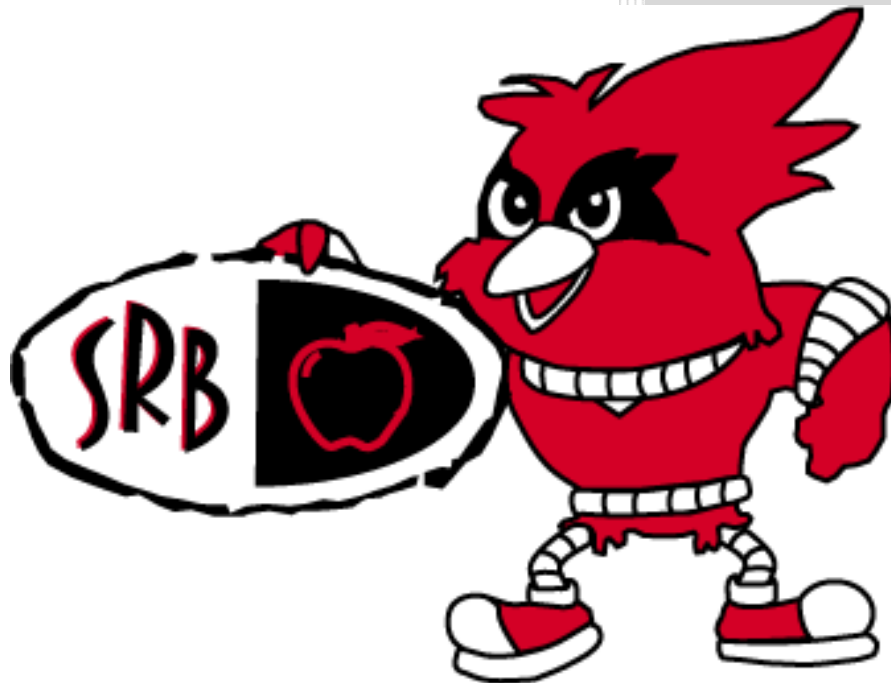


Michigan GLCE Fifth Grade Grade Level Content Expectations



A Guide for Parents, Teachers and Students

St. Robert Bellarmine School



Dear Parents, Teachers and Students:

The No Child Left Behind Act of 2001 called upon states to implement, by the 2005-2006 school year, grade level assessments based on "rigorous academic standards". Michigan's new Grade Level Content Expectations (GLCE) based on national standards have been created to provide schools, teachers, and parents with detailed information about what students are expected to know and be able to do at the end of each grade. Recently the Michigan Department of Education has released Grade Level Content Expectations for science and social studies. While these grade level outcomes highlight that which is essential for all students to learn, they are not intended to represent the entire richness of a district curriculum. The accompanying St. Robert Bellarmine School skill sheets are more inclusive and reflective of the breadth of our district's instruction for elementary students.

Parents can use the guide to:

- Learn what students should know and be able to do at the end of the school year according to State of Michigan expectations.
- Discuss student progress during Parent/Teacher Conferences.
- Explore ways to support learning in the classroom.
- Ask for strategies and learning tools to use at home to support what is being taught in the classroom.

We value and share your commitment to excellence in education. We look forward to working together to help your child achieve and succeed.

Nancy Kuszczak
Principal

5th Grade English Language Arts ➤ Reading

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.WS.05.01	<p>Word Study: Students will...</p> <p>Explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context.</p> <p>Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).</p> <p>Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.</p> <p>Know the meanings of words encountered frequently in grade level reading and oral language contexts.</p> <p>Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins).</p> <p>Fluently read beginning grade level text and increasingly demanding text as the year proceeds.</p> <p>Determine the meaning of words and phrases in context (e.g., symbols, idioms, recently coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources).</p>
<input type="checkbox"/>	R.WS.05.02	
<input type="checkbox"/>	R.WS.05.03	
<input type="checkbox"/>	R.WS.05.04	
<input type="checkbox"/>	R.WS.05.05	
<input type="checkbox"/>	R.WS.05.06	
<input type="checkbox"/>	R.WS.05.07	
<input type="checkbox"/>	R.NT.05.01	<p>Narrative Text: Students will...</p> <p>Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature recognized for quality and literary merit.</p> <p>Analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery).</p> <p>Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot.</p> <p>Explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts.</p>
<input type="checkbox"/>	R.NT.05.02	
<input type="checkbox"/>	R.NT.05.03	
<input type="checkbox"/>	R.NT.05.04	
<input type="checkbox"/>	R.IT.05.01	<p>Informational Text: Students will...</p> <p>Analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases).</p> <p>Identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution).</p> <p>Explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.</p>
<input type="checkbox"/>	R.IT.05.02	
<input type="checkbox"/>	R.IT.05.03	
<input type="checkbox"/>	R.CM.05.01	<p>Comprehension: Students will...</p> <p>Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>Retell and summarize grade level appropriate narrative and informational text.</p> <p>Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize).</p> <p>Apply significant knowledge from what is read in grade level science and social studies text.</p>
<input type="checkbox"/>	R.CM.05.02	
<input type="checkbox"/>	R.CM.05.03	
<input type="checkbox"/>	R.CM.05.04	

5th Grade English Language Arts ➤ Reading (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.MT.05.01	Metacognition: Students will... Independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).
<input type="checkbox"/>	R.MT.05.02	Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately).
<input type="checkbox"/>	R.CS.05.01	Critical Standards: Students will... Develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide-audiences.
<input type="checkbox"/>	R.AT.05.01	Reading Attitude: Students will... Be enthusiastic about reading and learning how to read.
<input type="checkbox"/>	R.AT.05.02	Do substantial reading and writing on their own.

5th Grade English Language Arts ➤ Writing

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.GN.05.01	Writing Genres: Students will... Write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions.
<input type="checkbox"/>	W.GN.05.02	Write poetry based on reading a wide variety of grade level appropriate published poetry.
<input type="checkbox"/>	W.GN.05.03	Write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
<input type="checkbox"/>	W.GN.05.04	Use the writing process to produce and present a research project — including a teacher-approved topic, narrowed focus question, and hypothesis — using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details.
<input type="checkbox"/>	W.PR.05.01	Writing Process: Students will... Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
<input type="checkbox"/>	W.PR.05.02	Use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and structure ideas (e.g. role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).
<input type="checkbox"/>	W.PR.05.03	Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs.

5th Grade English Language Arts ➤ Writing (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.PR.05.04	Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs).
<input type="checkbox"/>	W.PR.05.05	Independently and collaboratively edit and proofread writing using grade level checklists.
<input type="checkbox"/>	W.PS.05.01	Personal Style: Students will... Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
<input type="checkbox"/>	W.GR.05.01	Grammar and Usage: In the context of writing students will... Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list.
<input type="checkbox"/>	W.SP.05.01	Spelling: In the context of writing students will... Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multisyllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
<input type="checkbox"/>	W.HW.05.01	Handwriting: Students will... Write neatly and legibly.
<input type="checkbox"/>	W.AT.05.01	Writing Attitude: Students will... Be enthusiastic about writing and learning to write.

5th Grade English Language Arts ➤ Speaking

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.05.01	Conventions: Students will... Use irregular verbs correctly (e.g., lie/lay, sit/say, rise/raise). Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion).
<input type="checkbox"/>	S.CN.05.02	
<input type="checkbox"/>	S.CN.05.03	Use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text.
<input type="checkbox"/>	S.CN.05.04	Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)
<input type="checkbox"/>	S.CN.05.05	Be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)

5th Grade English Language Arts ➤ Speaking (continued)

<input type="checkbox"/>	S.DS.05.01	Spoken Discourse: Students will... Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols). Discuss narratives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning. Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose. Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.
<input type="checkbox"/>	S.DS.05.02	
<input type="checkbox"/>	S.DS.05.03	
<input type="checkbox"/>	S.DS.05.04	

5th Grade English Language Arts ➤ Listening & Viewing

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.CN.05.01	Conventions: Students will... Ask substantive questions based on argument(s) presented by a speaker. Listen and view critically and interact appropriately during peer presentations. Listen and view critically how verbal and nonverbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations. Recognize and analyze the various roles of the communication process (e.g. to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and shaping opinions.
<input type="checkbox"/>	L.CN.05.02	
<input type="checkbox"/>	L.CN.05.03	
<input type="checkbox"/>	L.CN.05.04	
<input type="checkbox"/>	L.RP.05.01	Response: Students will... Listen to or view in a variety of genres and compare their responses to those of their peers. Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions. Begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing). Go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.
<input type="checkbox"/>	L.RP.05.02	
<input type="checkbox"/>	L.RP.05.03	
<input type="checkbox"/>	L.RP.05.04	
<input type="checkbox"/>	L.RP.05.05	

5th Grade Mathematics ➤ Numbers & Operations

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.MR.05.01	Understand division of whole numbers Understand the meaning of division of whole numbers, with and without remainders; relate division to fractions and to repeated subtraction. Relate division of whole numbers with remainders to the form $a = bq + r$, e.g., $34 \div 5 = 6 \text{ r}4$, so $5 * 6 + 4 = 30$; note remainder 4 is less than divisor. Write mathematical statements involving division for given situation.
<input type="checkbox"/>	N.MR.05.02	
<input type="checkbox"/>	M.MR.05.03	
<input type="checkbox"/>	N.FL.05.04	Multiply and divide whole numbers Multiply a multi-digit number by a two-digit number; recognize and be able to explain common computation errors such as not accounting for place value. Solve applied problems involving multiplication and division of whole numbers. Divide fluently up to a four-digit number by a two-digit number.
<input type="checkbox"/>	N.MR.05.05	
<input type="checkbox"/>	N.FL.05.06	
<input type="checkbox"/>	N.MR.05.07	Find prime factorizations of whole numbers Find the prime factorization of numbers between 1 and 50, express in exponential notation, e.g., $24 = 2^3 \times 3$ and understand that every whole number can be expressed as a product of primes.
<input type="checkbox"/>	N.ME.05.08	Understand meaning of decimal fractions and percentages Understand the relative magnitude of ones, tenths, and hundredths and the relationship of each place value to the place to its right, e.g., 1 is 10 tenths, one tenth is 10 hundredths. Understand percentages as parts out of 100, use % notation, and express a part of a whole as a percentage.
<input type="checkbox"/>	N.ME.05.09	
<input type="checkbox"/>	N.ME.05.10	Understand fractions as division statements; find equivalent fractions Understand a fraction as a statement of division, e.g., $2 \div 3 = 2/3$, represent simple fractions with pictures. Given two fractions, express them as equivalent fractions with a common denominator, but not necessarily a least common denominator, e.g., $1/2 = 4/8$ and $3/4 = 6/8$; use denominators less than 12, or factors of 100.
<input type="checkbox"/>	N.ME.05.11	
<input type="checkbox"/>	N.FL.05.12	Multiply and divide fractions Find the product of two unit fractions with small denominators, using area model. Divide a fraction by a whole number and a whole number by a fraction, using simple unit fractions.
<input type="checkbox"/>	N.FL.05.13	
<input type="checkbox"/>	N.FL.05.14	Add and subtract fractions using common denominators Add and subtract fractions with unlike denominators of 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 100, using the common denominator that is the product of the denominators of the 2 fractions, e.g., $3/8 + 7/10 = ((3 \times 10) + (7 \times 8)) / 80 = (30 + 56) \div 80 = 86/80$.
<input type="checkbox"/>	N.MR.05.15	Multiply and divide by powers of ten Multiply a whole number by powers of 10: 0.01, 0.1, 1, 10, 100, 1000 and identify patterns. Divide numbers by 10's, 100's, 1,000's, using mental strategies. Multiply one- and two-digit whole numbers by decimals up to two decimal places.
<input type="checkbox"/>	N.FL.05.16	
<input type="checkbox"/>	N.MR.05.17	
<input type="checkbox"/>	N.FL.05.18	Solve applied problems with fractions Given an applied situation involving addition and subtraction, write Mathematical statements describing the situation of fractions. Solve word problems that involve finding sums and differences of fractions with unlike denominators using knowledge of equivalent fractions.
<input type="checkbox"/>	N.MR.05.19	

5th Grade Mathematics ➤ Numbers & Operations (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.FL.05.20	Solve applied problems involving fractions and decimals; include rounding of answers and checking reasonableness; use examples involving money.
<input type="checkbox"/>	N.MR.05.21	Solve for the unknown in such equations as: $1/4 + x = 7/12$.
<input type="checkbox"/>	N.MR.05.22	Express, interpret, and use ratios; find equivalences
<input type="checkbox"/>	N.ME.05.23	Express fractions and decimals as percentages, and vice versa. Express ratios in several ways, e.g., "3 cups to 5 people; 3:5; 3/5"; recognize and find equivalent ratios.

5th Grade Mathematics ➤ Measurement

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.UN.05.01	Know and convert among measurement units within a given system Recognize the equivalence of 1 liter, 1000 ml and 1000 cm ³ and include conversions among liters, milliliters, and cubic centimeters. Know the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, and use their abbreviations: m ³ , cm ³ , in ³ , ft ³ , yd ³ . Compare the relative sizes of 1 cubic inch to 1 cubic foot, and 1 cubic centimeter to one cubic meter. Convert measurements of length, weight, area, volume, and time within a given system, using easily manipulated numbers.
<input type="checkbox"/>	M.UN.05.02	
<input type="checkbox"/>	M.UN.05.03	
<input type="checkbox"/>	M.UN.05.04	
<input type="checkbox"/>	M.PS.05.05	Find areas of geometric shapes using formulas Represent relationships between areas of rectangles, triangles and parallelograms using models. Understand and know how to use the area formula of a triangle: $A = 1/2 bh$ (where b is length of the base and h is the height), and represent using models and manipulatives. Understand and know how to use the area formula for a parallelogram: $A = bh$, and represent using models and manipulatives.
<input type="checkbox"/>	M.TE.05.06	
<input type="checkbox"/>	M.TE.05.07	
<input type="checkbox"/>	M.TE.05.08	Understand the concept of volume Build solids with unit cubes and state their volumes. Use filling (unit cubes or liquid), and counting or measuring to find the volume of a cube and rectangular prism. Solve applied problems about the volumes of rectangular prisms using multiplication and division and using the appropriate units.
<input type="checkbox"/>	M.TE.05.09	
<input type="checkbox"/>	M.TE.05.10	

5th Grade Mathematics ➤ Geometry

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.TR.05.01	Know the meaning of angles, and solve problems Associate an angle with a certain amount of turning; know that angles are measured in degrees; understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, and 3/4 and full turns. Measure angles with a protractor and classify them as acute, right, obtuse or straight. Identify and name angles on a straight line and vertical angles.
<input type="checkbox"/>	G.GS.05.02	
<input type="checkbox"/>	G.GS.05.03	

5th Grade Mathematics ➤ Geometry (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.GS.05.04	Find unknown angles in problems involving angles on a straight line, angles surrounding a point and vertical angles.
<input type="checkbox"/>	G.GS.05.05	Know that angles on a straight line add up to 180° and angles surrounding a point add up to 360°; justify informally by “surrounding” a point with angles.
<input type="checkbox"/>	G.GS.05.06	Understand why the sum of the interior angles of a triangle is 180° and the sum of the interior angles of a quadrilateral is 360°, and use these properties to solve problems.
<input type="checkbox"/>	G.GS.05.07	Solve problems about geometric shapes Find unknown angles and sides using the properties of: triangles, including right, isosceles, equilateral triangles; parallelograms, including rectangles and rhombuses; and trapezoids.

5th Grade Mathematics ➤ Data & Probability

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	D.RE.05.01	Construct and interpret line graphs Read and interpret line graphs, and solve problems based on line graphs, e.g., distance– time graphs, and problems with two or three line graphs on same axes comparing different data.
<input type="checkbox"/>	D.RE.05.02	Construct line graphs from tables of data; include axis labels and scale.
<input type="checkbox"/>	D.AN.05.03	Find and interpret mean and mode for a given set of data Given a set of data, find and interpret the mean using the concept of fair share and mode.
<input type="checkbox"/>	D.AN.05.04	Solve multi-step problems involving means.

5th Grade Social Studies ➤ USHG Era I – Beginnings to 1620

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	5 – U1.1.1	American Indian Life in the Americas <i>Describe the life of peoples living in North America before European exploration.</i> Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (<i>National Geography Standard 1, p. 144</i>)
<input type="checkbox"/>	5 – U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (<i>National Geography Standard 14, p. 171</i>)
<input type="checkbox"/>	5 – U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (<i>National Geography Standard 11, p. 164, C, E</i>)
<input type="checkbox"/>	5 – U1.2.1	European Exploration <i>Identify the causes and consequences of European exploration and colonization.</i> Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (<i>National Geography Standard 1, p. 144, C</i>)
<input type="checkbox"/>	5 – U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (<i>National Geography Standard 13, p. 169, C, E</i>)

5th Grade Social Studies ➤ USHG Era I – Beginnings to 1620 (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	5 – U1.3.1	<p>African Life Before the 16th Century <i>Describe the lives of peoples living in western Africa prior to the 16th century. Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (National Geography Standard 1, p. 144)</i></p> <p><i>Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (National Geography Standard 10, p. 162)</i></p>
<input type="checkbox"/>	5 – U1.3.2	
<input type="checkbox"/>	5 – U1.4.1	<p>Three World Interactions <i>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</i></p> <p><i>Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (National Geography Standard 10, p. 162)</i></p> <p><i>Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (National Geography Standard 12, p. 167, C, E)</i></p> <p><i>Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)</i></p> <p><i>Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography Standard 11, p. 164, E)</i></p>
<input type="checkbox"/>	5 – U1.4.2	
<input type="checkbox"/>	5 – U1.4.3	
<input type="checkbox"/>	5 – U1.4.4	

5th Grade Social Studies ➤ USHG Era 2 – Colonization and Settlement (1585-1763)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	5 – U2.1.1	<p>European Struggle for Control of North America <i>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</i></p> <p><i>Describe significant developments in the Southern colonies, including</i></p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • establishment of Jamestown (National Geography Standard 4, p. 150) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 11, p. 164) • relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162) • development of colonial representative assemblies (House of Burgesses) (National Geography Standard 5, p. 152) • development of slavery <p><i>Describe significant developments in the New England colonies, including</i></p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)
<input type="checkbox"/>	5 – U2.1.2	

5th Grade Social Studies > USHG Era 2 – Colonization and Settlement (1585-1763) (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
☐	5 – U2.1.3	<ul style="list-style-type: none"> • relations with American Indians (e.g., Pequot/King Phillip’s War) (National Geography Standard 10, p. 162) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (National Geography Standard 15, p. 173) • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>) • religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>) <p>Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) • the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies • immigration patterns leading to ethnic diversity in the Middle Colonies (<i>National Geography Standard 10, p. 162, C, E</i>)
☐	5 – U2.1.4	<p>Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (<i>National Geography Standard 12, p. 167</i>)</p>
☐	5 – U2.2.1	<p>European Slave Trade and Slavery in Colonial America <i>Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</i></p> <p>Describe Triangular Trade including</p> <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 (E))
☐	5 – U2.2.2	<p>Describe the life of enslaved Africans and free Africans in the American colonies. (<i>National Geography Standard 5, p. 152</i>)</p>
☐	5 – U2.2.3	<p>Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (<i>National Geography Standard 10, p. 162</i>)</p>
☐	5 – U2.3.1	<p>Life in Colonial America <i>Distinguish among and explain the reasons for regional differences in colonial America.</i></p> <p>Locate the New England, Middle, and Southern colonies on a map. (<i>National Geography Standard 3 p. 148</i>)</p>
☐	5 – U2.3.2	<p>Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)</p>
☐	5 – U2.3.3	<p>Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (<i>National Geography Standard 6, p. 154</i>)</p>
☐	5 – U2.3.4	<p>Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)</p>
☐	5 – U2.3.5	<p>Make generalizations about the reasons for regional differences in colonial America. (<i>National Geography Standard 6, p. 154</i>)</p>

5th Grade Social Studies ➤ USHG Era 3 – Revolution and the New Nation (1754-1800)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<p>Causes of the American Revolution <i>Identify the major political, economic, and ideological reasons for the American Revolution.</i></p> <p><input type="checkbox"/> 5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (<i>National Geography Standard 13 p. 169 C, E</i>)</p> <p><input type="checkbox"/> 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p><input type="checkbox"/> 5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p><input type="checkbox"/> 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)</p> <p><input type="checkbox"/> 5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)</p> <p><input type="checkbox"/> 5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p><input type="checkbox"/> 5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)</p> <p><input type="checkbox"/> 5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>
		<p>The American Revolution and Its Consequences <i>Explain the multi-faceted nature of the American Revolution and its consequences.</i></p> <p><input type="checkbox"/> 5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (<i>National Geography Standard 4, p. 150, E</i>)</p> <p><input type="checkbox"/> 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</p> <p><input type="checkbox"/> 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p><input type="checkbox"/> 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (<i>National Geography Standard 13, p. 169, C</i>)</p>
		<p>Creating New Government(s) and a New Constitution <i>Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</i></p> <p><input type="checkbox"/> 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)</p> <p><input type="checkbox"/> 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (<i>National Geography Standard 13, p. 169, C</i>)</p> <p><input type="checkbox"/> 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)</p>

5th Grade Social Studies ➤ USHG Era 3 – Revolution and the New Nation (1754-1800)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	5 – U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (<i>National Geography Standard 9, p. 160, (C)</i>)
<input type="checkbox"/>	5 – U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
<input type="checkbox"/>	5 – U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
<input type="checkbox"/>	5 – U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
<input type="checkbox"/>	5 – U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

5th Grade Social Studies ➤ Public Discourse, Decision Making, and Citizen Involvement

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		Identifying and Analyzing Public Issues <i>Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
<input type="checkbox"/>	5 – P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
<input type="checkbox"/>	5 – P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
<input type="checkbox"/>	5 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.
		Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i>
<input type="checkbox"/>	5 – P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.
		Citizen Involvement <i>Act constructively to further the public good.</i>
<input type="checkbox"/>	5 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
<input type="checkbox"/>	5 – P4.2.2	Participate in projects to help or inform others.

5th Grade Science ➤ Science Processes

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		Inquiry Process <i>S.IP.M.1. Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</i>
<input type="checkbox"/>	S.IP.05.11	Generate scientific questions based on observations, investigations, and research.
<input type="checkbox"/>	S.IP.05.12	Design and conduct scientific investigations.
<input type="checkbox"/>	S.IP.05.13	Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations.
<input type="checkbox"/>	S.IP.05.14	Use metric measurement devices in an investigation.
<input type="checkbox"/>	S.IP.05.15	Construct charts and graphs from data and observations.
<input type="checkbox"/>	S.IP.05.16	Identify patterns in data.

5th Grade Science ➤ Science Processes (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	S.IA.05.11 S.IA.05.12 S.IA.05.13 S.IA.05.14 S.IA.05.15	<p>Inquiry Analysis and Communication <i>S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</i></p> <p>Analyze information from data tables and graphs to answer scientific questions. Evaluate data, claims, and personal knowledge through collaborative science discourse. Communicate and defend findings of observations and investigations using evidence. Draw conclusions from sets of data from multiple trials of a scientific investigation. Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	S.RS.05.11 S.RS.05.12 S.RS.05.13 S.RS.05.15 S.RS.05.16 S.RS.05.17 S.RS.05.19	<p>Reflection and Social Implications <i>S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</i></p> <p>Evaluate the strengths and weaknesses of claims, arguments, and data. Describe limitations in personal and scientific knowledge. Identify the need for evidence in making scientific decisions. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. Design solutions to problems using technology. Describe the effect humans and other organisms have on the balance in the natural world. Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p>

5th Grade Science ➤ Physical Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	P.FM.05.21 P.FM.05.22	<p>Forces and Motion <i>P.FM.M.2 Force Interactions - Some forces between objects act when the objects are in direct contact (touching), such as friction and air resistance, or when they are not in direct contact (not touching), such as magnetic force, electrical force, and gravitational force.</i></p> <p>Distinguish between contact forces and non-contact forces. Demonstrate contact and non-contact forces to change the motion of an object.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	P.FM.05.31 P.FM.05.32 P.FM.05.33 P.FM.05.34	<p><i>P.FM.M.3 Force - Forces have a magnitude and direction. Forces can be added. The net force on an object is the sum of all of the forces acting on the object. The speed and/or direction of motion of an object changes when a non-zero net force is applied to it. A balanced force on an object does not change the motion of the object (the object either remains at rest or continues to move at a constant speed in a straight line).</i></p> <p>Describe what happens when two forces act on an object in the same or opposing directions. Describe how constant motion is the result of balanced (zero net) forces. Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force. Relate the size of change in motion to the strength of unbalanced forces and the mass of the object.</p>

5th Grade Science ➤ Physical Science (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	P.FM.05.41	<i>P.FM.M.4 Speed - Motion can be described by a change in position relative to a point of reference. The motion of an object can be described by its speed and the direction it is moving. The position and speed of an object can be measured and graphed as a function of time.</i> Explain the motion of an object relative to its point of reference.
<input type="checkbox"/>	P.FM.05.42	Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects.
<input type="checkbox"/>	P.FM.05.43	Illustrate how motion can be measured and represented on a graph.

5th Grade Science ➤ Life Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.OL.05.41	Organization of Living Things <i>L.OL.M.4 Animal Systems - Multicellular organisms may have specialized systems that perform functions which serve the needs of the organism.</i> Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).
<input type="checkbox"/>	L.OL.05.42	Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.
<input type="checkbox"/>	L.HE.05.11	Heredity <i>L.HE.M.1 Inherited and Acquired Traits - The characteristics of organisms are influenced by environment. For some characteristics, inheritance is more important; for other characteristics, interactions with the environment are more important.</i> Explain that the traits of an individual are influenced by both the environment and the genetics of the individual.
<input type="checkbox"/>	L.HE.05.12	Distinguish between inherited and acquired traits.
<input type="checkbox"/>	L.EV.05.11	Evolution <i>L.EV.M.1 Species Adaptation and Survival - Species with certain traits are more likely than others to survive and have offspring in particular environments. When an environment changes, the advantage or disadvantage of the species' characteristics can change. Extinction of the species occurs when the environment changes and the characteristics of a species are insufficient to allow survival.</i> Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.
<input type="checkbox"/>	L.EV.05.12	Describe the physical characteristics (traits) of organisms that help them survive in their environment.
<input type="checkbox"/>	L.EV.05.13	Describe how fossils provide evidence about how living things and Environmental conditions have changed.
<input type="checkbox"/>	L.EV.05.14	Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impacts, tsunami) to species extinction.
<input type="checkbox"/>	L.EV.05.21	<i>L.EV.M.2 Relationships Among Organisms - Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms. In classifying organisms, biologists consider details of internal and external structures to be more important than behavior or general appearance.</i> Relate degree of similarity in anatomical features to the classification of Contemporary organisms.

5th Grade Science ➤ Earth Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	E.ES.05.61	<p>Earth Systems <i>E.ES.M.6 Seasons - Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun.</i></p> <p>Demonstrate using a model, seasons as the result of variations in the intensity of sunlight caused by the tilt of the Earth on its axis, and revolution around the sun.</p>
<input type="checkbox"/>	E.ES.05.62	<p>Explain how the revolution of the Earth around the sun defines a year.</p>
<input type="checkbox"/>	E.ST.05.11	<p>Earth in Space and Time <i>E.ST.M.1 Solar System - The sun is the central and largest body in our solar system. Earth is the third planet from the sun in a system that includes other planets and their moons, as well as smaller objects, such as asteroids and comets.</i></p> <p>Design a model that describes the position and relationship of the planets and other objects (comets and asteroids) to the sun.</p>
<input type="checkbox"/>	E.ST.05.21	<p><i>E.ST.M.2 Solar System Motion - Gravity is the force that keeps most objects in the solar system in regular and predictable motion.</i></p> <p>Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.</p> <p>Explain moon phases as they relate to the position of the moon in its orbit around the Earth, resulting in the amount of observable reflected light.</p> <p>Recognize that nighttime objects (stars and constellations) and the sun appear to move because the Earth rotates on its axis and orbits the sun.</p> <p>Explain lunar and solar eclipses based on the relative positions of the Earth, moon, and sun, and the orbit of the moon.</p> <p>Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.</p>
<input type="checkbox"/>	E.ST.05.22	
<input type="checkbox"/>	E.ST.05.23	
<input type="checkbox"/>	E.ST.05.24	
<input type="checkbox"/>	E.ST.05.25	