

# Carmel Unified School District

## Fifth Grade California Content Standards outside of Common Core



*Dear Parents,*

*This document describes the California Content Standards, outside of Common Core English language arts and math, that you can expect your child to learn at this grade level. These outcomes should be realized by the end of the school year.*

### **Science Standards**

#### *Scientific Method: Investigation and Experimentation*

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

#### *Physical Sciences*

- Matter
- Atoms and Elements

#### *Life Sciences*

- Structures of Living Things (cells, body systems)
- Plant Processes

#### *Earth Sciences*

- Weather

### **History/Social Studies Standards**

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

### **Visual and Performing Arts Standards**

- Explore, identify, and discuss design elements (shape, line, value, color, space, texture and form) in their environment and in fine art, with emphasis on color (warm/cool), shape (geometric/free form), and space (positive/negative)
- Apply principles of balance (symmetrical, asymmetrical, radial), dominance, and unity (repetition with variation of design elements)

- Create artwork that communicates ideas, feelings, opinions and values
- Demonstrate appropriate techniques with a variety of visual arts technology, such as film, photography, videography, computer graphics, animation, and graphic design
- Identify how early art and craft forms tell about the lifestyle of a historical period
- Perform and identify dance elements of time (speed, rhythm), space (range of movement, level, direction, facing, focus), and energy (amount of energy, how energy is released)
- Isolate body parts (shoulder circles or knee circles)
- Combine a series of movements into a movement sequence that communicates a feeling and demonstrates an understanding of the elements of dance
- Dance in formal and informal productions
- Observe and discuss works of theatre in terms of what is presented through use of voice, movement and visual effects in informal productions, theatrical productions, film, and electronic media
- Participate in the collaborative process of theatre among actors, directors, scriptwriters, and technical artists
- Create original works of theatre and perform works created by others
- Perform easy rhythmic, melodic and chordal patterns on instruments
- Participate in choral and/or instrumental group performances
- Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others
- Use vocabulary and terminology related to the arts when describing works of art, music, theatre and dance
- Investigate, compare, and contrast the roles of art, music, theatre and dance in influencing and reflecting history and culture
- Apply appropriate, specific criteria when evaluating own work and the work of others; give technical and expressive reasons to justify an opinion
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

## **Physical Education Standards**

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

## **Health Standards**

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

- Students understand and appreciate individual differences in growth and development
- Students know how to identify products, services and information that may be helpful or harmful to their health