



Baltimore County Public Schools

Dr. S. Dallas Dance, Superintendent

2015–2016 Guide for Parents

Fifth Grade Standards

READING/LANGUAGE ARTS

The elementary language arts program provides all students access to appropriate learning pathways through a responsive instruction model. Through ongoing formal and informal assessment, students are flexibly grouped into one of three pathways (scaffold, enrichment, or acceleration) for teacher-facilitated, small group instruction. The elementary language arts program is aligned with the Common Core State Standards (CCSS). For additional information: [Parent Roadmap – Supporting Your Child in Grade Five, English Language Arts](#)

Students in Grade 5 should know and be able to:

- Know and apply phonics and word analysis skills.
- Read with sufficient accuracy and fluency to support comprehension.
- Read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods.
- Quote accurately from a text when explaining what the text says, and explicitly when drawing inferences from the text.
- Determine the theme of a story, play, or poem from details in the text and summarize the text.
- Compare and contrast two or more characters, settings, or events.
- Compare and contrast the approaches to theme or topic in stories of the same genre (e.g. mysteries).
- Explain how authors use reasons and evidence to support their points or ideas.
- Draw on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly.
- Learn and use new words.
- Determine the meaning of words and phrases, including figurative language.
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others.
- Give a class presentation on a topic or tell a story, introducing relevant facts and details in a clear, logical order.
- Conduct research and write multi-paragraph stories and essays with detailed descriptions and ample evidence.
- Learn and apply the rules of spoken and written English.

MATHEMATICS

The BCPS Grade 5 mathematics curriculum is aligned with the Maryland College and Career Ready Standards. Through the alignment to the standards, all students are exposed to increased levels of rigor and significant changes in content standards as compared to the previous state curriculum. The Grade 5 elementary mathematics curriculum focuses on three critical areas:

1. Developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions, and of division of fractions in limited cases.
2. Extending division to two-digit divisors, understanding decimals and operations with decimals, and developing fluency with whole number and decimal operations.
3. Developing an understanding of volume.

The Grade 5 advanced mathematics curriculum addresses content aligned with Grade 6 mathematics content.

Students in Grade 5 should know and be able to:

- Write and interpret numerical expressions involving order of operations.
- Analyze patterns using rules and identify relationships between corresponding terms in order to graph points on a coordinate grid.
- Use rules in the base-ten number system to recognize relationships between digits in numbers.
- Explain patterns of zeros of the product when multiplying by powers of ten and represent using exponents.
- Read, write, and compare decimals to the thousandths.
- Use place value knowledge to round decimals to any place.
- Fluently multiply multi-digit whole numbers using the standard algorithm. *Fluency, or knowing from memory, develops with the use of reasoning strategies rather than through rote memorization.* *
- Divide up to four-digit numbers by two-digit numbers using strategies, properties of operations, and the relationship between division and multiplication.
- Add, subtract, multiply, and divide decimals to the hundredths using models, drawings, and strategies.
- Use equivalent fractions as a strategy to add and subtract fractions with unlike denominators.
- Solve word problems involving addition and subtraction of fractions.
- Apply and extend previous understandings of multiplication and division in order to multiply and divide fractions.
- Find the area of a rectangle with fractional side length.
- Solve real-world problems involving multiplication of fractions and mixed numbers using models and equations.
- Solve real-world problems involving division of unit fractions and whole numbers using models and equations to represent the problem, and interpret the answer.
- Convert like measurement units within a given measurement system.
- Make a line plot to display a data set of measurements in fractional units.
- Understand concepts of volume and relate volume to multiplication and addition to solve real-world problems.
- Calculate the volume of rectangular solids using manipulatives and formulas.
- Graph points on the coordinate grid to solve real-world mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

* *Grade level fluency standard.*

SCIENCE

The elementary science curriculum includes content in the areas of Earth/Space Science, Life Science, Physical Science, and Environmental Science, and incorporates the skills and processes of science. For more information, visit the curriculum Web page at <http://www.bcps.org/offices/science/parents.html>.

Students in Grade 5 should know and be able to:

- Recognize and explain the processes that shape and reshape the earth's surface.
- Recognize and explain that minerals have physical properties.
- Recognize and explain that all organisms are made up of one or more cells.
- Recognize and explain that organisms have different structures and systems that serve various functions in growth, reproduction, and survival.
- Recognize and explain that some traits are inherited while behaviors may be inherited or result from interactions with the environment.
- Recognize and describe that organisms cause physical and chemical changes to matter in order to obtain energy.
- Identify and describe motion using changes in position, speed, and time.
- Recognize and explain that a simple electric circuit provides a pathway for electricity to follow through a device.
- Describe and explain that light will travel in a straight line until it strikes an object and is reflected or refracted.
- Describe and compare similarities and differences among objects and materials and scientific concepts.
- Apply scientific concepts to make decisions about a relevant, science issue.
- Recognize and explain how changes made to models can apply to real objects, events, and situations.
- Recognize that people from ancient times to present have investigated the world around us, answered scientific questions, and invented things.

SOCIAL STUDIES

Social studies instruction is intended to provide the knowledge of content and appropriate skills so students can become active, involved citizens of the community. Students in Grade 5 will continue to apply the foundational skills in geography, political science, economics and culture to help them interpret the history of early America. The Grade 5 curriculum includes the following units of study:

1. Colonial Regions
2. Revolution
3. New Government

In the Grade 5 advanced academics curriculum, students may use primary source materials to authenticate historical fiction and complete the online research module, *Maryland Patriots and Loyalists* as an option. The overarching concept of systems is used to enrich and extend the grade-level program. Students study the interrelationship of economic, social, political, environmental, and cultural systems.

Students in Grade 5 should know and be able to:

- Analyze and compare the economic activity in the New England, Middle, and Southern colonial regions from 1700-1765.
- Evaluate how the geography of colonial regions impacted the lives of colonists.
- Analyze, evaluate and synthesize the events leading to the Declaration of Independence.
- Explain and begin to analyze the principles of government found in the Declaration of Independence.

SOCIAL STUDIES (Continued)

- Analyze and evaluate significant events of the American Revolution.
- Evaluate the success or failure of the Articles of Confederation as an initial attempt to create a national government following the American Revolution.
- Analyze the United States Constitution to determine purposes for government, the roles and responsibilities of each branch of government, and the system of checks and balances that limits the power of government.

HEALTH

Health instruction is designed to provide the functional knowledge and skills to enhance health and well-being.

Students in Grade 5 should know and be able to:

- Recognize the principles associated with stress.
- Identify safe practices for using prescription and over-the-counter drugs.
- Develop and apply skills to resist pressure to use tobacco.
- Identify and examine physical, psychological, and social consequences of alcohol use.
- Identify marijuana as a psychoactive drug and illegal drug.
- Identify what makes a healthy family.
- Describe how family members influence the development of adolescents.
- Explain how physical and social-emotional growth and maturity are interrelated.
- Differentiate between communicable and non-communicable diseases.
- Explain HIV/AIDS as a communicable disease.

LIBRARY MEDIA

The library media program is aligned with the Maryland College and Career Ready Standards and the Standards for the 21st Century Learner.

Students in Grade 5 should know and be able to:

- Use the Internet digital content and technology tools to efficiently and effectively locate, explore, gather, evaluate, organize, synthesize, and communicate information using a variety of media formats.
- Communicate conclusions to various audiences by choosing the most effective media format using a variety of technology tools.
- Discover the pleasure of reading, listening to, and viewing a variety of printed and digital texts.
- Apply understanding of how information is organized in print, media, and digital contexts.
- Generate compelling questions and effective search strategies to find answers to questions.
- Evaluate information resources by applying criteria such as authority, scope, timeliness, objectivity, and ease of use.
- Use the Web-based, Online Public Access Catalog from school and home to locate library and Internet resources to solve problems, answer questions, and select resources that support learning and personal interests.
- Exhibit respect for the intellectual property rights (copyright) by paraphrasing ideas of others and citing sources of text and digital information used to communicate new knowledge.

MUSIC

The elementary music program is a comprehensive program of instruction aligned to the Maryland Essential Learner Outcomes for Fine Arts. Music content and skills are sequentially developed from prekindergarten through Grade 5. In addition to general music, students in fifth grade may also participate in instrumental music.

Students in Grade 5 should know and be able to:

- Identify and perform more complex rhythmic and melodic notation.
- Transfer information from notation into visual and aural performance.
- Identify how cultural beliefs are communicated through music.
- Perform songs following a conductor's phrasing, attacks, and releases.

PHYSICAL EDUCATION

The physical education program focuses on developing physically literate students. The content includes skill development in body and spatial awareness, fundamental and creative movement, rhythms and dance, tumbling and gymnastics, and fitness.

Students in Grade 5 should know and be able to:

- Apply sport-specific skills to successfully participate in dynamic small-sided practice task environments.
- Differentiate between health- and skill-related fitness components.
- Participate in *FITNESSGRAM* fitness testing to assess personal Healthy Fitness Zones (HFZ).
- Evaluate and analyze personal fitness levels in order to set appropriate personal fitness goals.
- Demonstrate appropriate interpersonal skills including cooperation, good sportsmanship, respect, and fairness in physical activity settings.

VISUAL ARTS

The fifth grade visual arts program focuses on interpreting and composing.

Students in Grade 5 should know and be able to:

- Identify qualities and relationships of observed and imagined forms in organizing compositions.
- Identify ways in which art elements and design principles may be selected to achieve specific compositional effects.
- Identify ways in which artists create compositions based upon their interpretation of what is seen or imagined.

SPECIAL NOTE: Technology is integrated into all subject areas to enhance opportunities for collaboration, creativity, and innovation. Effective technology integration prepares students to connect problem-solving, critical-thinking, and communication skills to their intellectual growth.