Bible

1. Study the history of God's dealings with mankind.
2. Use the Scriptures to understand how God thinks.
3. Analyze the lives of Bible characters for personal examples of how God deals with individuals and their behavior.
4. Focus on the development of internal character traits and integrate these into their lives.
5. Memorize Scripture passages that are applicable to the students' lives.
6. Develop an understanding of biblical vocabulary through constant introduction, definition and use of biblical terms.
7. Develop an understanding of the land of Israel through map work and related skills.
8. Discern truths based on biblical facts and concepts.
9. Define the meaning of grace and list stories showing that God is a God of judgement and grace.
10. Recall the meaning of sanctification as it applies to holiness.
11. Resolve that obedience to God, parents, and authorities is important to Christian living.
12. Describe how the Lords reveals His plan of salvation to all men and that He paid the penalty for all sin and that He gives them His own righteousness.
13. Explain how to be zealous, loyal, selfless, humble, faithful, and diligent when following the Lord.
14. Explain that when a person accepts God's gift of salvation, he accepts eternal life.
15. Identify through the Nazarite vows that believers are to give their bodies to God as living sacrifices to God, holy and perfect.
16. Explain that believers are to preach Jesus Christ and not themselves.
17. Examine that being a disciple of God is costly but worthwhile.
18. Develop an understanding of Christ's saving work and recognize that they need to be watchful for the Lords return.
19. Apply truths from the book of Psalms, Proverbs, and Ecclesiastes.
20. Develop the skill of Bible and devotional personal study.

Reading

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).
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.

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. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
9. 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.
10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
12. 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.
13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
14. 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.
15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
16. 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.
17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
19. 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.
20. 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.
21. Read with sufficient accuracy and fluency to support comprehension.
    •a. Read on-level text with purpose and understanding.
    •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Writing/Language

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.

3. 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 above.)

4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. 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.

6. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

7. 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.

8. 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]).

9. 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.

10. 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.

11. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

12. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

13. 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.

14. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

15. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

16. 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).

17. 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.

18. 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.

19. 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.

20. 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.
21. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Mathematics

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 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
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.
4. 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.
5. 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.
6. 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 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (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.
7. Use place value understanding to round decimals to any place.
8. Fluently multiply multi-digit whole numbers using the standard algorithm.
9. 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.

10. 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.

11. 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, $a/b + c/d = (ad + bc)/bd$.)

12. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

13. 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?

14. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
•a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q / b. For example, use a visual fraction model to show $(2/3)$ x $4 = 8/3$, and create a story context for this equation. Do the same with $(2/3)$ x $(4/5) = 8/15$. (In general, (a/b) x $(c/d) = ac/bd$.)
•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.

15. 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 $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1.

16. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

17. 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) x 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 x (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?
18. 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.
19. 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.
20. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   •a. A cube with side length 1 unit, called a unit cube, is said to have one cubic unit of volume, and can be used to measure volume.
   •b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
21. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
22. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
   •a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
   •b. Apply the formulas V = l x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
   •c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
23. 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).

24. 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.
25. 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.
26. Classify two-dimensional figures in a hierarchy based on properties.

Science

1. Generate scientific questions based on observations, investigations, and research.
2. Design and conduct scientific investigations.
3. Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations.
4. Use metric measurement devices in an investigation.
5. Construct charts and graphs.
6. Identify patterns in data.
7. Analyze information from data tables and graphs to answer scientific questions.
8. Evaluate data, claims, and personal knowledge through collaborative science discourse.
9. Communicate and defend findings of observations and investigations using evidence.
10. Draw conclusions from sets of data from multiple trials of a scientific investigation.
11. Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.
12. Analyze information from data tables and graphs to answer scientific questions.
13. Evaluate data, claims, and personal knowledge through collaborative science discourse.
14. Communicate and defend findings of observations and investigations using evidence.
15. Draw conclusions from sets of data from multiple trials of a scientific investigation.
16. Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.
17. Evaluate the strengths and weaknesses of claims, arguments, and data.
18. Describe limitations in personal and scientific knowledge.
19. Identify the need for evidence in making scientific decisions.
20. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
21. Design solutions to problems using technology.
22. Describe the effect humans and other organisms have on the balance in the natural world.
23. Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

24. Distinguish between contact forces and non-contact forces.
25. Demonstrate contact and non-contact forces to change the motion of an object.
26. Describe what happens when two forces act on an object in the same or opposing directions.
27. Describe how constant motion is the result of balanced (zero net) forces.
28. Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force.
29. Relate the size of change in motion to the strength of unbalanced forces and the mass of the object.
30. Explain the motion of an object relative to its point of reference.
31. Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects.
32. Illustrate how motion can be measured and represented on a graph.
33. Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).
34. Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.
35. Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.
36. Describe the physical characteristics (traits) of organisms that help them survive in their environment.
37. Describe how fossils provide evidence about how living things and environmental conditions have changed.
38. Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impacts, tsunami) to species extinction.
39. Relate degree of similarity in anatomical features to the classification of contemporary organisms.
40. Explain that the traits of an individual are influenced by both the environment and the genetics of the individual.
41. Distinguish between inherited and acquired traits.
42. Demonstrate and explain seasons using a model. *
43. Explain how the revolution of the Earth around the sun defines a year.
44. Design a model that of the solar system that shows the relative order and scale of the planets, dwarf planets, comets, and asteriods to the sun. *
45. Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.
46. Explain the phases of the moon. *
47. Explain the apparent motion of the stars (constellations) and the sun across the sky. *
48. Explain lunar and solar eclipses. *
49. Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.

Social Studies
1. 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).
2. Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

3. Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.
4. 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.
5. 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).
6. Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).
7. 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.
8. Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.
9. 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.
10. 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.
11. Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.
12. Describe significant developments in the Southern colonies, including * patterns of settlement and control including the impact of geography (landforms and climate) on settlement * establishment of Jamestown * development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) * relationships with American Indians (e.g., Powhatan) * development of colonial representative assemblies (House of Burgesses) * development of slavery
13. Describe significant developments in the New England colonies, including * patterns of settlement and control including the impact of geography (landforms and climate) on settlement * relations with American Indians (e.g., Pequot/King Phillip's War) * growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies * the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government * religious tensions in Massachusetts that led to the establishment of other colonies in New England
14. Describe significant developments in the Middle Colonies, including * patterns of settlement and control including the impact of geography (landforms and climate) on settlement * the growth of Middle Colonies economies (e.g., breadbasket) * 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
15. Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.
16. Describe Triangular Trade including * the trade routes * the people and goods that were traded * the Middle Passage * its impact on life in Africa
17. Describe the life of enslaved Africans and free Africans in the American colonies.

18. 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.
19. Locate the New England, Middle, and Southern colonies on a map.
20. Describe the daily life of people living in the New England, Middle, and Southern colonies.
21. 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). Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)
22. Make generalizations about the reasons for regional differences in colonial America.
23. 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.
24. Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
25. 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).
26. 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).
27. 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.
28. 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.
29. 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)
30. 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.
31. Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.
32. Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
33. Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
34. Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).
35. Describe the powers of the national government and state governments under the Articles of Confederation.

36. 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).
37. Explain why the Constitutional Convention was convened and why the Constitution was written.
38. 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).
39. 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).
40. 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).
41. Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.
42. Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.
43. Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
44. Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
45. Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.
46. 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.
47. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
48. Participate in projects to help or inform others.

World Language
The students will receive 33 weeks of instruction in the following languages:
Spanish, German, and French.   These classes are taught by certified world language instructors.

Special Classes
Fifth grade students will receive instruction in the following special classes:
1.   World Language (11 weeks each of French, German, and Spanish)
2.   Art (once per week)
3.   Music (twice per week)
4.   Physical Education (twice per week)
5.   Chapel (once per week)
6.   Library (once per week)

Computer Education
Our students will receive age appropriate keyboarding instruction from our computer specialist. Grades 2-6 will also enjoy educational instruction, utilizing the internet (parent

permission required). PCA has a limited access plan for students with Cyber Proxy Protection. All internet lessons are teacher supervised.