

Urbana School District #116
FIFTH GRADE CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> Apply a combination of vocabulary strategies (e.g., word patterns, structural analysis, root words, prefixes, suffixes) and word analysis to identify word meanings Use a glossary, dictionary and/or thesaurus to clarify and extend word meaning
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> Read aloud age-appropriate fluently and accurately Use active reading strategies before, during, and after reading to increase understanding Use self-monitoring and self-correcting strategies continuously to increase understanding Set, monitor and accomplish own reading goals
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> Identify and use text structure and signal words to strengthen comprehension Identify a given passage as fictional narrative, nonfiction narrative, persuasive, or expository Tell the author's purpose for writing fiction or nonfiction (inform, persuade, entertain) Tell how authors and illustrators express their ideas Distinguish between main idea and supporting details Identify implicit and explicit main ideas Paraphrase and summarize major information from a text Differentiate among cause/ effect and fact/ opinion Use information from text to formulate and support questions before, during and after reading Make inferences, generalizations, and conclusions about text and support them with text evidence and prior knowledge Draw conclusions from information in maps, charts, graphs, and diagrams Make inferences, draw conclusions and make connections from text to self, text to text, and text to world Identify if a set of instructions or procedures is complete

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> Classify the types of fiction and nonfiction genre by characteristic Identify literary elements (e.g., setting, plot, character, problem/ solution, climax, theme) and tell how they affect the story Identify events that are important to the development of the plot and subplot Explain the relationship between main and supporting characters Tell about characters' motivation Tell what characters are like by what they say or do or how the author or illustrator portrays them Tell why characters act as they do (like motivation, situation,

	<p>circumstance)</p> <ul style="list-style-type: none"> • Compare message, moral or lesson, and themes in a variety of works • Identify the rising action, climax, falling action and resolution • Identify figurative language in text such as metaphor, alliteration, personification, simile, onomatopoeia • Identify poetic devices like alliteration, onomatopoeia, rhyme scheme and unrhymed verse
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> • Identify science fiction, historical fiction, fable, poem, fairytale, folktale, myth or legend, drama, biography, autobiography, essay, and nonfiction • Identify a passage as narrative, expository or persuasive • Identify common themes found in myth and traditional stories from different times and cultures • Respond to questions that reflect higher order thinking skills (generalization, analysis, synthesis, inference, and evaluation) • Compare stories to personal experience, prior knowledge or other stories

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> • Use correct capitalization, punctuation, and Standard English grammar • Apply spelling patterns and strategies for self-correction • Spell high-frequency words correctly • Use an editing checklist, list of rules, or rubric to edit my own writing or that of others • Write legibly in cursive
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> • Use pre-writing strategies to generate ideas and plan my writing. • Revise own writing for specific writing traits (e.g. ideas, organization, word choice, sentence fluency, voice and conventions) using scoring rubric • Write a cohesive 4-5 paragraph essay with clear beginning, middle and end, including reasons and examples
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> • Select a format (letter, review, poem, report, narrative) that best suits the intended audience and purpose for writing • Use appropriate language, detail, and format for a specified audience • Use a variety of writing forms (e.g., narrative, expository, persuasive, technical and creative) and meet the specified criteria of each type • Select a publishing form and produce a completed writing project to share with a chosen audience, using available technology as needed

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> • Listen with understanding and respond to directions, conversations, and discussions • Paraphrase and summarize what he/she hears • Participate in group discussions as an active listener, contributor or discussion leader
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> • Demonstrate awareness of audience/ speaker relationship • Adapt language usage, formality and vocabulary to a given situation • Speak in a variety of settings • Focus and share information on a single topic

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> • Use a dictionary, atlas and almanac to find appropriate information • Use a systematic process for research (select a topic, ask questions, make a plan for gathering information) • Arrange information using an organizational format (e.g., outlining, sequencing) • Follow multiple-step written instructions • Create, use, and interpret graphic organizers to make meaning from text • Use text features to determine most important information • Determine which reference is needed to locate specific information • Access print and non-print information for reports • List sources of information selected for use in a project
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> • Paraphrase/ summarize major information from text • Use a variety of sources (reference books, newspapers, magazines, encyclopedias, interviews, technology, websites, experts) to gather information about a topic or research focus • Interpret information and restate it in my own words. I support it by citing the text • Gather information using features from text (captions, charts, graphs) • Compare information about the same topic found in different texts • Use evidence in text to generate and confirm or reject hypotheses • Generate questions of interest to research and narrow the focus of research • Evaluate the accuracy, currency, and reliability of materials from various sources
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> • Prepare a project using multiple sources • Communicate information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations) in an appropriate format (speaking, writing or using technology)

MATHEMATICS

Illinois State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

State Standard	District Core Expectations
6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<ul style="list-style-type: none"> Identify and write numbers up to 100,000,000 Know place values to 100,000,000 Order and compare numbers up to 100,000,000 Order and compare fractions, decimals, and mixed numbers Identify and compare decimals (thousandths) Find whole numbers and $\frac{1}{2}$s, $\frac{1}{4}$s, and $\frac{1}{3}$s on a number line Describe numbers and their characteristics, including square numbers
6B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	<ul style="list-style-type: none"> Solve problems and number sentences using all four operations Add and subtract fractions and decimals Multiply and divide up to three digit numbers Identify the commutative and distributive properties and use them to solve problems
6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	<ul style="list-style-type: none"> Make reasonable estimates with whole numbers, fractions, and decimals Solve a problem and write how it was solved
6D: Solve problems using comparison of quantities, ratios, proportions and percents.	<ul style="list-style-type: none"> Identify and use ratios correctly Compare percents, fractions, and decimals

Illinois State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

State Standard	District Core Expectations
7A: Measure and compare quantities using appropriate units, instruments and methods.	<ul style="list-style-type: none"> Solve problems with elapsed time (hours, minutes) Choose and use correct units and tools to measure length, volume, weight, and angle Measure to the nearest $\frac{1}{4}$" and mm Solve perimeter and area problems with missing sides for triangles, rectangles, and irregular shapes
7B: Estimate measurements and determine acceptable levels of accuracy.	<ul style="list-style-type: none"> Compare and estimate length, area, volume, mass, and angles
7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	<ul style="list-style-type: none"> Determine the volume of a solid figure using an appropriate formula Convert measurements within one system Use map scale to solve problems

Illinois State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Standard	District Core Expectations
8A: Describe numerical relationships using variables and patterns.	<ul style="list-style-type: none"> Identify a rule to describe a pattern or sequence
8B: Interpret and describe numerical relationships using tables, graphs and symbols.	<ul style="list-style-type: none"> Demonstrate how a change in one quantity results in a change in another quantity
8C: Solve problems using systems of numbers and their properties.	
8D: Use algebraic concepts and procedures to represent and solve problems.	<ul style="list-style-type: none"> Write and solve expressions using letters or symbols

Illinois State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

State Standard	District Core Expectations
9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces.	<ul style="list-style-type: none"> Describe and classify 2D shapes according to their characteristics, including measure of interior angles Describe and classify 3D figures according to their characteristics (face, edge, vertex) Solve problems using the properties of triangles (sum of angles, side length) Sketch circles, including radius and diameter Plot and locate points on a grid, and describe paths of movement Sketch and identify all lines of symmetry in an object Identify and sketch right, acute, and obtuse angles
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> Predict the result of composing or decomposing shapes or figures Identify corresponding parts of similar figures
9C: Construct convincing arguments and proofs to solve problems.	NA
9D: Use trigonometric ratios and circular functions to solve problems	NA

Illinois State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Standard	District Core Expectations
10A: Organize, describe and make predictions from existing data.	<ul style="list-style-type: none"> Create and read tables, tally charts, bar graphs, pictographs, line graphs and circle graphs
10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.	<ul style="list-style-type: none"> Find the mean and median
10C: Determine, describe and apply the probabilities of events.	<ul style="list-style-type: none"> Show probability as a fraction Solve problems involving combinations (3 shirts, 2 pairs of pants = how many outfits?)

SCIENCE

Illinois State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

State Standard	District Core Expectations
11A: Know and apply the concepts, principles, and processes of scientific inquiry.	<ul style="list-style-type: none"> • Use equipment and materials in science activities safely • Describe why accuracy and detail are important for scientific data • Identify and define a variable, a constant, and a control in each of the major science areas
11B: Know and apply the concepts, principles and processes of technological design.	<ul style="list-style-type: none"> • Identify a design problem and decide what I have to do to make a successful solution

Illinois State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

State Standard	District Core Expectations
12A: Know and apply concepts that explain how living things function, adapt and change.	<ul style="list-style-type: none"> • Explain the function of these parts of the cell: cell wall, cell membrane, nucleus, and cytoplasm • Find similarities and differences among the functions of plant and animal cells • Classify living things based on their common characteristics at the cellular level
12B: Know and apply concepts that describe how living things interact with each other and with their environment.	NA
12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.	<ul style="list-style-type: none"> • Explain the processes of freezing, melting, and boiling • Measure heat absorption or reflection in objects • Recognize the freezing/boiling points of water in the Fahrenheit and Celsius temperature scales • Compare and contrast conduction, convection and radiation of heat • Identify the speed of light • Explain the principles of absorption, reflection and refraction • Explain light using the properties of waves • Identify a lens as either convex or concave • Describe how materials that are transparent, translucent and opaque are different
12D: Know and apply concepts that describe force and motion and the principles that explain them.	<ul style="list-style-type: none"> • Provide examples of stored energy and energy of motion • Describe how vibrations that cause waves produce sound • Explain frequency, waves, wavelength, resonance and/or vibration • Compare and contrast how various sounds travel through different materials

<p>12E: Know and apply concepts that describe the features and processes of the Earth and its resources.</p>	<ul style="list-style-type: none"> • Identify the layers of the atmosphere • Explain the impact of heating and cooling of the atmosphere • Describe the parts of the water cycle • Explain the natural cycles of the earth: weathering, erosion, and the water cycle • Explain the causes for limited resources
<p>12F: Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p>	<ul style="list-style-type: none"> • Describe benefits that society has gained from the technology developed by space exploration • Describe products that have been created because of space exploration • Describe factors that affect living conditions in space

Illinois State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

State Standard	District Core Expectations
<p>13A: Know and apply the accepted practices of science.</p>	<ul style="list-style-type: none"> • Collect scientific data from experiments • Graph experimental data • Tell the difference between accurate data and inaccurate data
<p>13B: Know and apply concepts that describe the interaction between science, technology and society.</p>	<ul style="list-style-type: none"> • Describe how technology is used for various purposes in science • Describe the effects on society of scientific and technological discoveries

SOCIAL SCIENCES

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	NA
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	<ul style="list-style-type: none"> • Explain the New Deal and how it helped put people back into the work force. • Explain what happened to Japanese Americans during the war. • Describe the Holocaust and the treatment of the Jewish people. • Explain the purpose of the United Nations. • Explain why winning the space race was important.
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none"> • Explain why the right to vote was important to African Americans. • Explain the concept of "separate but equal."
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> • Describe some of the events that led up to the Civil War. • Describe efforts made by the US government to rebuild the South after the Civil War. • List some political reasons immigrants may have wanted to come to the United States
14E: Understand United States foreign policy as it relates to other nations and international issues.	<ul style="list-style-type: none"> • Describe the League of Nations and explain why it was formed.
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> • Describe Watergate and how it changed America. • Explain why the US government felt it important to become involved in the Vietnam War.

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> • Explain how the practice of slavery influenced the US economy. • Compare and contrast the practice of share cropping with that of slavery. • Explain how inventions and entrepreneurship lead to economic change. • Describe the economic impact of immigrants coming to the United States. • Describe the economic effects the Dust Bowl and the Stock Market crash had on the US economy. • Explain how the Great Migration changed and influenced the economy. • Explain how the contributions of women contributed to the war effort. • Describe some of the economic effects of the Cold War. • Explain how boycotts helped further the cause of Civil

	Rights.
15B: Understand that scarcity necessitates choices by consumers.	NA
15C: Understand that scarcity necessitates choices by producers.	<ul style="list-style-type: none"> Define unemployment.
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> Explain how boycotts helped further the cause of Civil Rights.
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	<ul style="list-style-type: none"> Describe the effects of the rise in technology on the war. Discuss the effect World War I had on the US economy. Describe the economic effects the Dust Bowl and the Stock Market crash had on the US economy.

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	<ul style="list-style-type: none"> Describe some of the events that led up to the Civil War. Explain why World War I was called “the war to end all wars.” Explain how the euphoria of the 20’s left people unprepared for the Great Depression. List some of the causes of the Great Depression. Name several leaders of the Civil Rights movement and how they contributed to gaining civil rights. Define the term “civil rights”. Give examples of discrimination. Discuss how the role of women in the home and workplace evolved and changed.
16B: Understand the development of significant political events.	<ul style="list-style-type: none"> Describe some of the events that led up to the Civil War. Explain what led to the United States’ involvement in World War II. Describe the arms race. Describe the space race. Name several leaders of the Civil Rights movement and how they contributed to gaining civil rights. Define the term “civil rights”. Give examples of discrimination. Discuss how the role of women in the home and workplace evolved and changed.
16C: Understand the development of economic systems.	<ul style="list-style-type: none"> Tell how the personal computer and other advances in technology changed America. Explain how boycotts helped further the cause of Civil Rights.
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> Describe how life changed after the invention of the telephone and the automobile.
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> Describe how life changed after the invention of the telephone and the automobile

Illinois State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> Describe basic geographic concepts such as latitude, longitude, absolute and relative locations, and cardinal directions. Locate states of the United States on a map and name their abbreviations.
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	<ul style="list-style-type: none"> Compare and contrast the geography of the United States and other countries.
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> Explain why countries in Eastern Europe became communist and Western European nations did not.
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> Identify, locate, and describe major geographic/political features of the Civil War. Explain why US leaders wanted more territories abroad. Identify locations that were key in WWI. Explain how the geography of the Great Plains contributed to the Dust Bowl. Locate on a world map the Allied and Axis countries. Find locations on a map where important events of World War II occurred. Name the countries involved in the space and arms races. Find on a map the states that were segregated. Describe the break up of the Soviet Union and the new countries created from it.

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<ul style="list-style-type: none"> Tell how the personal computer and other advances in technology changed America. Describe how life changed after the invention of the telephone and the automobile.
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none"> Name several leaders of the Civil Rights movement and how they contributed to gaining civil rights. Define the term "civil rights".
18C: Understand how social systems form and develop over time.	<ul style="list-style-type: none"> Discuss how the role of women in the home and workplace evolved and changed.

PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> • Perform a sequence that combines weight transfer and balance movements • Create combinations of locomotor/ nonlocomotor movement and manipulative skills in selected activities • Explain movement in terms of effort, flow, space, and time • Demonstrate movement where balance is established, lost, and gained • Manipulate object(s) with accuracy to change its direction or distance • Use vocabulary specific to activities, games or sport
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> • Practice combinations of sport related skills using correct form • Apply offensive, defensive, and cooperative strategies in selected activities, games or sports (e.g., 3-on-3 or 4-on-4 basketball or soccer)

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> • Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance • Participate in a progression of activities that will maintain or improve personal fitness levels • Use and understand age-appropriate vocabulary related to fitness
20B: Students who meet the standard can assess individual fitness levels.	<ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> • Establish and work toward personal health and fitness goals

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> • Demonstrate knowledge of the rules in effect when participating in a group or individual activity • List individual behaviors that can positively and/or negatively affect the success of a group
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> • Identify a variety of supportive roles within a cooperative group • Identify responsible decision-making skills regarding use of time and rules application • Recognize individual differences in performance within a group

Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> • Discuss the benefits of early detection and treatment of illness • Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons, minor burns) • Discuss symptoms and first-aid procedures for the following conditions: insulin shock, asthma, heart attack, strokes, frostbite and hypothermia • Determine the causes and concerns related to heat cramps and heat exhaustion
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> • Compare healthy environments and healthy people to unhealthy environments and unhealthy people • Know what to do if abusive behavior is suspected or discovered
22C: Students who meet the standard can explain how the environment can affect health	See Science

Illinois State Goal 23: Understand human body systems and factors that influence growth and development

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> • List foods that have high caloric content. • Recognize reliable sources of food and dietary information • Identify the body parts that contribute to each of the five senses and their functions • Label the parts of the musculo-skeletal, digestive, respiratory, circulatory, reproductive and nervous systems and describe the processes associated with each
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> • Recognize personal health behaviors and/or choices that reduce risks of health problems • Identify risk-taking behaviors • Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> • Define the word 'puberty' and identify changes associated with puberty • Identify characteristics of puberty and the effects of these changes on physical, mental, and social development • Identify the glands and hormones that influence physical, mental, and emotional development

Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> • Describe negotiating, mediation, and consensus building skills
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> • List ways cleanliness affects personal hygiene/health
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> • Identify places to avoid because of potential danger • Identify safe places and activities

FINE ARTS

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"> Describe how the elements and principles are applied in specific art works to help define and communicate an idea, feeling, atmosphere, or story (Dance, Drama, Music, Visual Art) Recognize how elements and principles create unity in artwork (Dance, Drama, Music, Visual Art) <p>VSUAL ART</p> <ul style="list-style-type: none"> Describe the use of a design principle in a 3-D art work Identify sequence of the color wheel Distinguish between light and dark values Identify devices used to create depth in an artwork Recognize the expressive quality of symbol in visual imagery <p>DANCE, DRAMA, MUSIC (See 26B)</p>
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> Use appropriate artistic vocabulary to relate perceptions and personal preferences for works of art (Dance, Drama, Music, Visual Art)

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	<p>DANCE</p> <p>Apply the tools of mind, body, and sound source in dance activities</p> <ul style="list-style-type: none"> Cooperate with a partner and/or group to create a movement sequence or dance study Discuss basic steps (process) needed to create a dance including the contributions of design element <p>DRAMA</p> <p>Apply the tools of mind, body, and voice in drama activities</p> <ul style="list-style-type: none"> Cooperate with a partner and/or group to create a dramatic work (Scene/Play) Discuss basic steps (process) needed to create drama/theatre, including the contributions of design element <p>VISUAL ART</p> <ul style="list-style-type: none"> Design everyday objects and/or architecture Use materials and tools safely Sketch ideas and designs to plan an artwork Use vocabulary appropriate for the specific processes and tools used in making mages/objects

<p>26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>DANCE</p> <ul style="list-style-type: none"> • Create movement as a response to action words, imagery, and sound sources • Use personal and general space appropriately • Apply the concepts of size, level, direction, and relationships in space in a variety of situations • Apply appropriate movements with to a given piece of music or sound source • Identify movement qualities as either sustained, suspended, percussive, swinging and vibratory • Create movement studies incorporating the elements of dance <p>DRAMA</p> <ul style="list-style-type: none"> • Independently demonstrate the following skills in dramatic activities: observation, concentration, imagination, and transformation • Demonstrate a variety of theatre/improvisation activities and create characters in response to action words, imagery, and sound sources • Demonstrate an imagined environments and adjust to changes brought about by the introduction of new characters and situations • Develop of a character or place from verbal stimulus, costume piece, and/or prop • Create a scene with a clear beginning, middle, and end <p>MUSIC</p> <ul style="list-style-type: none"> • Begin to identify letter names on the treble clef • Perform more complex rhythms • Identify melodic notation movement • Identify and demonstrate harmony • Identify characteristics of various styles of music <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create 2-D and 3-D artworks from imagination and observation which express a specific idea • Create works of art based on color theories
--	--

Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
<p>27A: Analyze how the arts function in history, society and everyday live.</p>	<ul style="list-style-type: none"> • React to art works in a respectful, constructive and supportive manner • Categorize types of artists with their art and art related products • Describe how the environment influences where the audience is and how the audience responds to works of art
<p>27B: Understand how the arts shape and reflect history, society and everyday life.</p>	<ul style="list-style-type: none"> • Link significant art works or artists with their respective styles, time periods or cultures • Compare ways different times or places use materials to produce works of art • Describe how the same idea is expressed in works of art from different cultures, times, or places

Revised 7/06

**Urbana School District #116
FIFTH GRADE CORE EXPECTATIONS**

TECHNOLOGY

Domain One: Basic Operations and Concepts

Basic Operations and Concepts	Fifth Grade
<p>A. Demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>B. Are proficient in the use of technology</p>	<ul style="list-style-type: none"> ▪ Define memory and storage and explain their roles ▪ Use file management including file, delete, copy, backup, save, folders/directories ▪ Organize files to be able to find work easily ▪ Use “Save As” appropriately (e.g., changing name, location, format) ▪ Recognize when and know how to force quit an application and/or restart the computer ▪ Continue to practice keyboarding skills (touch type full sentences)

Domain Two: Social, Ethical and Human Issues

Social, ethical, and human issues	Fifth Grade
<p>A. Understand the ethical, cultural, and societal issues related to technology</p> <p>B. Practice responsible use of technology systems, information, and software</p> <p>C. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity</p>	<ul style="list-style-type: none"> ▪ Identify ways technology influences and changes the lives of people in communities ▪ Cite sources according to teacher specified format ▪ Demonstrate respect and privacy for the computer work of others ▪ Identify the consequences of violating the AUP ▪ Recognize safe and ethical procedures related to sharing personal information ▪ Recognize age-appropriate issues related to the use of technology

Domains Three and Four: Technology productivity and communication tools

Technology productivity and communication tools	Fifth Grade
<p>A. Use technology tools to enhance learning, increase productivity, and promote creativity</p> <p>B. Use productivity and media tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works</p> <p>C. Use telecommunications and a variety of media and formats to communicate information and ideas effectively with peers, experts, and other audiences.</p>	<ul style="list-style-type: none"> ▪ Create formal and informal reports ▪ Use the thesaurus to change a word in a word processing document ▪ Enter data into a spreadsheet ▪ Gather data and enter into a spreadsheet ▪ Design a graph using gathered data ▪ Define and describe a computerized database ▪ Create, edit and revise a simple (3 slide) multi-media presentation ▪ Use basic edit tools in drawing and painting (e.g., select, add color and pattern, resize, erase) ▪ Use a digital microscope ▪ Use mathematical calculators

Domain Five: Technology Research Tools

Technology Research Tools	Fifth Grade
<p>A. Use technology to locate, evaluate and collect information from a variety of sources</p> <p>B. Use technology tools to process data and report results</p> <p>C. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks</p>	<ul style="list-style-type: none">▪ Type in a specific URL and bookmark it▪ Compare and contrast online and print data sources▪ Provide a strategy to evaluate the accuracy, currency, relevance, appropriateness, comprehensiveness and bias of information sources

Domain Six: Technology problem-solving and decision-making tools

Technology problem-solving and decision-making tools	Fifth Grade
<p>A. Use technology resources for solving problems and making informed decisions</p> <p>B. Employ technology in the development of strategies for solving problems in the real world</p>	<ul style="list-style-type: none">▪ Determine when technology is useful to solve a specific task or problem▪ Select the appropriate tools and technology resources to address a variety of tasks and problems▪ Identify software to complete a task