

Parents' Guide to Common Core *and*

Fifth Grade

California State Standards

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also

try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Invite your child to read his or her writing out loud to other family members. Ask questions about your child's word choices and ideas
- Go to a play or musical with your child. Discuss the way the actors bring the words to life
- Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories

Mathematics

Look for "word problems" in real life. Some 5th grade examples might include:

- Doing arithmetic with decimals, for example when balancing a checkbook
- Multiplying with fractions — for example, if you used about $\frac{2}{3}$ of a $\frac{3}{4}$ -cup measure of vegetable stock, then how much stock did you use? About how much is left?
- Using the length, width, and depth of a garden plot to determine how many bags of garden soil to
- Multiplying and dividing fractions, and solving related word problems
- Decimals (concepts and arithmetic)
- Volume (concepts and problem-solving)

For more information, the full standards are available at www.corestandards.org

www.pta.org



This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.

This information provides an overview of what your child will learn by the end of fifth grade in English Language and Mathematics (Common Core State Standards).

Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.

If your child is meeting the fifth grade expectations outlined in these standards, he or she will be well prepared for 6th grade.



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ELA: Reading Standards for Literature (RL)

Key Ideas and Details:

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).

Craft and Structure:

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)
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.

Integration of Knowledge and Ideas:

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. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Standards for Informational Text (RI)

Range of Reading and Level of Text Complexity:

10. 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.

Key Ideas and Details:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. 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.

Craft and Structure:

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.)
5. 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.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:

7. 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.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason and evidence support which point (s).
9. Integrate information from several texts on the same topic in order to write or speak about the

subject knowledgeably.

Range of Reading and Level of Text Complexity:

10. 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.

Reading Standards for Foundational Skills (RF)

Phonics and Word Recognition:

3. 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.

Fluency:

4. 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.

Writing Standards (W)

Text Types and Purposes:

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 sup-

ported 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 an 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. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the nar-

rated experiences or event.

Production and Distribution of Writing:

4. Produce clear and coherent writing (including multiple paragraph texts) 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.)
5. With guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
6. 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.

Research to Build and Present Knowledge:

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences of gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. 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]”).

Range of Writing:

10. 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.

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

1. 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.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Presentation of Knowledge and Ideas:

4. 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.
 - a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.
 - b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Language Standards (L)

Conventions of Standard English:

1. 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 tenses 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*).

2. 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.

Knowledge of Language:

3. 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.

Vocabulary Acquisition and Use:

4. 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 and to identify alternate word choices in all content areas.
5. 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.
6. 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*).

Math: Operations and Algebraic Thinking (5.OA)

Write and interpret numerical expressions:

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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
 - 2.1 Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$.

Analyze patterns and relationships:

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.

Number and Operations in Base Ten (5.NBT)

Understand the place value system:

1. 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.
2. 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.
3. 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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths:

5. Fluently multiply multi-digit whole numbers using

the standard algorithm.

6. 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.
7. 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.

Number and Operations—Fractions (5.NF)

Use equivalent fractions as a strategy to add and subtract fractions:

1. 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, $a/b + c/d = (ad + bc)/bd$.)
2. 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 $3/7 < 1/2$.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions:

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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?

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)
 - 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.
5. 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. 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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

- b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
- 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?

Measurement and Data (5.MD)

Convert like measurement units within a given measurement system:

1. Convert like measurement units within a given measurement system.

Represent and interpret data:

2. 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.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition:

3. 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.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.
5. 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 $V = l \times w \times h$ and $V = b \times h$ 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.

Geometry (5.G)

Graph points on the coordinate plane to solve real-world and mathematical problems:

1. 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).

2. 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.

Classify two-dimensional figures into categories based on their properties:

3. 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.
4. Classify two-dimensional figures in a hierarchy based on properties.

History/Social Sciences (California Standard)

- Acquires knowledge of the major Native American peoples in terms of their food, clothing, tools, shelter, customs, and folklore
- Traces the routes by the early leaders of sea explorations to the Americas
- Understands the cooperation and the conflict that existed between the Indians and the new settlers
- Understands the political, religious, social, and economics institutions of the colonial era
- Explains the causes of the American Revolution
- Understands the political, social, and economic consequences of the American Revolution
- Relates the sequence of events and the people connected to the development of the U.S. Constitution
- Traces the colonization, immigration, and settlement patterns of people from Europe
- Knows the location of the 50 states and capitals

Physical Fitness

Calif. Standard– 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management:

1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement:

1.2 Jump for height, using proper takeoff and landing form.

1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills:

1.4 Enter, jump, and leave a long rope turned by others.

1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.

1.6 Throw and catch an object underhand and overhand while avoiding an opponent.

1.7 Field a thrown ground ball.

1.8 Punt a ball, dropped from the hands, at a target.

1.9 Stop a kicked ball by trapping it with the foot while moving.

1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.

1.11 Hit a softly tossed ball backhanded with a paddle or racket.

1.12 Strike a tossed ball, with different implements, from a side orientation.

1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.

1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.

1.15 Dribble a ball and kick it toward a goal while being guarded.

1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.

1.17 Volley a tossed ball to an intended location.

Rhythmic Skills:

1.18 Design and perform a creative dance, com-

bining locomotor patterns with intentional changes in speed and direction.

1.19 Design and perform a routine to music that involves manipulation of an object.

Physical Fitness

Calif. Standard– 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

2.1 Explain the importance of open space in playing sport-related games.

2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management:

2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills:

2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

Rhythmic Skills:

2.5 Design a routine to music, changing speed and direction while manipulating an object.

Physical Fitness

Calif. Standard– 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:

3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity:

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate inten-

sity for increasing aerobic capacity.

Muscular Strength/Endurance:

3.4 Perform an increasing number of oblique curls-ups on each side.

3.5 Perform increasing numbers of triceps push-ups.

Flexibility:

3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition:

3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment:

3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

Physical Fitness

Calif. Standard– 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.

4.3 Develop and describe three short-term and three long-term fitness goals.

4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.

4.5 Explain the elements of warm-up and cool-down activities.

4.6 Record water intake before, during, and after physical activity.

4.7 Describe the principles of training and the appli-

cation to each of the components of health-related physical fitness.

Aerobic Capacity:

4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

4.10 Compare target heart rate and perceived exertion during physical activity.

4.11 Measure and record the heart rate before, during, and after vigorous physical activity.

4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance:

4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

4.14 Explain the benefits of stretching after warm-up activities.

Body Composition:

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

Physical Fitness

Calif. Standard– 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility:

5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.

5.2 Work toward a long-term physical activity goal and record data on one's progress.

5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.4 Act in a safe and healthy manner when confronted

with negative peer pressure during physical activity.

Social Interaction:

5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics:

5.7 Accommodate individual differences in others' physical abilities in small-group activities.

5.8 Appreciate physical games and activities reflecting diverse heritages.

Technology Fluency- SUSD Standards

I= Introduce; D=Develop; M=Master; A=Apply
Using a Computer:

- Identify and explain the parts of various technological devices appropriate to grade-level (A)
- Start and shut down various technological devices (A)
- Use a keyboard and pointing device; such as a mouse / touchpad (A)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (A)
- Open and close an application or program (A)
- Explain the functions of basic file menu commands (i.e. New, Open, Close, Save/Save as, Print) (A)
- Use various operating system functions (i.e., open multiple applications, work with menus and folders, use the taskbar/dock) (A)
- Select a printer, use print preview, and print a document with the appropriate page setup and orientation.. (A)
- Identify and use various forms of storage media (i.e., CDs, DVDs, flash drives, school servers, online storage.) (A)
- Type words per minute (WPM) with proficiency and accuracy: 25 WPM

Using Software and Application: Word Processing and Desktop Publishing:

- Write, edit, print, and save simple documents (A)

- Insert and resize a graphic. (A)
- Copy/cut and paste text and images within a document. (A)
- Use menu/toolbar functions (i.e., font size/line spacing, bullets and numbering, tabs, margins) to format a document. (A)
- Proofread and edit documents using appropriate resources (i.e., dictionary, spelling/grammar check) (A)

Spreadsheets:

- Identify and explain terms and concepts related to spreadsheets (i.e., cell, column, row, value, label, chart, graph). (D)
- Enter/edit data in existing spreadsheets and perform calculations using existing formulas. (D)
- Describe the use of spreadsheets to calculate, graph, organize, and present real-world data. (D)
- Create an original spreadsheet using simple formulas. (D)
- Produce simple charts and graphs. (D)
- Apply formatting features to customize tables, charts, and graphs. (D)

Databases:

- Identify and explain terms and concepts related to databases (i.e., record, field, search) (A)
- Conduct simple searches of existing databases (i.e., library, catalogue, electronic encyclopedia) (A)
- Describe the use of databases to store, organize, and search information in real-world settings. (M)

Multimedia and Presentation:

- Use painting and drawing programs to create and edit work. (A)
- Create, edit, and format text on a slide. (A)
- Insert and resize graphics in a slide. (A)
- Create a series of slides and organize them to present research or convey an idea. (M)
- Create a multimedia presentation using various media (i.e., audio, visual, animations) (M)

Using the Internet:

- Explain and use terms related to a network (i.e., username, password, network, file server). (A)
- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links). (A)

- Evaluate Internet resources in terms of their usefulness and reliability for research. (M)
- Locate, download, and use content digital media collections for specific projects. (M)

Ethics and Safety:

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyberbullying, plagiarism, spam, viruses, hacking, and file sharing. (A)
- Explain and follow Fair Use Guidelines for using copyrighted materials (i.e., images, music, video, text) in school projects. (M)
- Explain the potential risks and dangers associated with various forms of online communications. (A)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (A)
- Identify and describe ways in which technology is used at home, as school, and in society. (A)
- Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain. (M)

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