

# Grade 5

## Science Social Studies

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)  
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**\*\*Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

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## Grade 5 Science

**Standard Measured**      **Using Simple Tools, Energy Transfer**      **P5.1, C5.1**

**Task Specification**      The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices, and measure properties of common materials using simple tools.

**Objective: Using simple tools** **(P5.1)**

<b>6 points</b>	Measure a property of a common material by selecting the appropriate tool from three choices in 3 out of 4 trials.
<b>5 points</b>	Measure a property of a common material after selecting the appropriate tool from two choices in 3 out of 4 trials.
<b>4 points</b>	Measure a property of a common material by being provided the appropriate tool in 3 out of 4 trials.
<b>3 points</b>	Identify a measurable property of a common material in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to a measurable property of a common material in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a measurable property of a common material in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Energy transfer** **(C5.1)**

<b>6 points</b>	Measure the physical property of temperature in at least four objects in 3 out of 4 trials.
<b>5 points</b>	Measure the physical property of temperature in three objects in 3 out of 4 trials.
<b>4 points</b>	Measure the physical property of temperature in two objects in 3 out of 4 trials.
<b>3 points</b>	Measure the physical property of temperature in one object in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to the measurement of the physical property of temperature in one object in 3 out of 4 trials.
<b>1 point</b>	React when exposed to the measurement of the physical property of temperature in one object in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P5.1, 5.1)**

**12**

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Process and content standards should be taught in conjunction with one another. You use the process standards to teach the content. Your evidence for these standards should reflect one activity that incorporates both the content and process standards.

Examples provide a way in which the process and content can be combined. They do not reflect any proficiency level as stated.

**Example: Select the appropriate tool to measure temperature and then measure the temperature of water from the refrigerator and room-temperature water.**

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**Grade 5 Science**

**Standard Measured**                      **Conduct a Scientific Evaluation**                      **P5.3**

**Task Specification**                      The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices and identify the parts of a scientific investigation and conduct a scientific investigation.

**Objective: Conduct a scientific investigation**                      **(P5.3)**

<b>6 points</b>	Conduct a scientific investigation in 3 out of 4 trials.
<b>5 points</b>	Identify three parts of a scientific investigation in 3 out of 4 trials.
<b>4 points</b>	Identify the materials needed for a scientific investigation in 3 out of 4 trials.
<b>3 points</b>	Observe a scientific investigation in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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**Grade 5 Science**

**Standard Measured**                      **Classify, Organisms and Environment**                      **P5.2, C5.2**

**Task Specification**                      The student will identify living and nonliving things in their environment that affect their survival (e.g., food, shelter, physical characteristics).

**Objective: Classify** **(P5.2)**

<b>6 points</b>	Classify at least eight objects as living or nonliving in 3 out of 4 trials.
<b>5 points</b>	Classify at least six objects as living or nonliving in 3 out of 4 trials.
<b>4 points</b>	Classify at least five objects as living or nonliving in 3 out of 4 trials.
<b>3 points</b>	Classify four or less objects as living or nonliving in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to four or less objects as living or nonliving in 3 out of 4 trials.
<b>1 point</b>	React when exposed to four or less objects classified as living or nonliving in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Organisms & environments** **(C5.2)**

<b>6 points</b>	Identify at least four habitats in 3 out of 4 trials.
<b>5 points</b>	Identify at least three habitats in 3 out of 4 trials.
<b>4 points</b>	Identify at least two habitats in 3 out of 4 trials.
<b>3 points</b>	Identify one habitat in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one habitat in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one habitat in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P5.2, C5.2)** **12**

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**Example: Identify different habitats and identify objects in them as living/nonliving.**

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**Grade 5 Science**

**Standard Measured**                      **Interpret/Communicate, Structure of Earth and Weather**                      **P5.4, C5.3**

**Task Specification**                      The student will describe properties of basic weather.

**Objective: Interpret/communicate** **(P5.4)**

	<b>6 points</b>	Evaluate weather predictions in 3 out of 4 trials.
	<b>5 points</b>	Make a prediction related to previous weather charts in 3 out of 4 trials.
	<b>4 points</b>	Compare weekly weather chart from last year to this year in 3 out of 4 trials.
	<b>3 points</b>	Observe a weather chart for one week in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a weather chart for one week in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a weather chart for one week in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>

**Objective: Structure of Earth and weather** **(C5.3)**

	<b>6 points</b>	Explain and demonstrate how the sun affects weather on Earth in 3 out of 4 trials.
	<b>5 points</b>	Explain and demonstrate how weather affects Earth in 3 out of 4 trials.
	<b>4 points</b>	Demonstrate how weather affects Earth in 3 out of 4 trials.
	<b>3 points</b>	Identify a change in weather in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a change in weather in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a change in weather in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>

**Total points possible (P5.4, C5.3)** **12**

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**Example: Make a prediction of weather based on an existing chart and then explain how different types of weather affect the Earth.**

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**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>Early Exploration of America</b>	<b>5.2</b>
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**Task Specification**                      The student will identify benefits and negative impacts of explorations for both Native Americans and Europeans.

**Objective: Early explorations** **(5.2)**

<b>6 points</b>	IDENTIFY AND COMPARE ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.
<b>5 points</b>	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.
<b>4 points</b>	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans in 3 out of 4 trials.
<b>3 points</b>	Identify ONE difference between Native Americans and Europeans in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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**Grade 5 Social Studies**

**Standard Measured** Colonial America **5.3**

**Task Specification** The student will identify key events, individuals, and groups regarding the growth and development of colonial America.

**Objective: Colonial America (5.3)**

<b>6 points</b>	Identify a MINIMUM of THREE key individuals AND/OR events (in any combination), AND identify AT LEAST ONE important contribution of EACH in 3 out of 4 trials.
<b>5 points</b>	Identify TWO key individuals AND/OR events (in any combination—i.e., one individual and one event, etc.) AND identify their importance to the growth and development of colonial America in 3 out of 4 trials.
<b>4 points</b>	Identify TWO key individuals AND/OR groups AND/OR events important to the growth and development of colonial America in 3 out of 4 trials.
<b>3 points</b>	Identify ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>American Revolution</b>	<b>5.4</b>
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<b>Task Specification</b>	The student will identify cause and effect of conflicts and key individuals involved in the American Revolution.
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**Objective: Key conflicts (5.4.1)**

<b>6 points</b>	Identify ONE cause AND ONE effect of TWO key conflicts of the American Revolution in 3 out of 4 trials.
<b>5 points</b>	Identify ONE cause AND ONE effect of ONE key conflict of the American Revolution in 3 out of 4 trials.
<b>4 points</b>	Recognize ONE key conflict of the American Revolution AND identify the conflict's cause OR effect in 3 out of 4 trials.
<b>3 points</b>	Recognize ONE key event of the American Revolution in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE key event of the American Revolution in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE key event of the American Revolution in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Key individuals (5.4.2)**

<b>6 points</b>	Recognize THREE or more key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.
<b>5 points</b>	Recognize TWO key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.
<b>4 points</b>	Recognize ONE key individual AND identify his or her role in the American Revolution in 3 out of 4 trials.
<b>3 points</b>	Recognize ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

<b>Total points possible (5.4.1, 5.4.2)</b>	<b>12</b>
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**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>Government</b>	<b>5.5</b>
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**Task Specification**                      The student will identify services paid by taxes and the functions of the three branches of government.

**Objective: Services paid by taxes** **(5.5.1)**

<b>6 points</b>	Identify THREE or more services paid for by taxes in 3 out of 4 trials.
<b>5 points</b>	Identify TWO services paid for by taxes in 3 out of 4 trials.
<b>4 points</b>	Identify ONE service paid for by taxes in 3 out of 4 trials.
<b>3 points</b>	Identify how government gets money to operate in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to how government gets money to operate in 3 out of 4 trials.
<b>1 point</b>	React when exposed to how government gets money to operate in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Branches of government** **(5.5.2)**

<b>6 points</b>	Identify the THREE branches of government AND the function of each branch AND the governmental body that is in each branch (i.e., Congress, the President, the Supreme Court) in 3 out of 4 trials.
<b>5 points</b>	Identify the THREE branches of government by name AND function OR by the governmental body that is in each branch (i.e., Congress, the President, the Supreme Court) in 3 out of 4 trials.
<b>4 points</b>	Name TWO branches of government OR identify the function of TWO branches of government OR identify the governmental body that is in TWO branches of government (i.e., Congress, the President, the Supreme Court) in 3 out of 4 trials.
<b>3 points</b>	Identify ONE branch of government by name OR function OR by governmental body (i.e., Congress or the President or the Supreme Court) in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE branch of government by name OR function OR by governmental body (i.e., Congress or the President or the Supreme Court) in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE branch of government by name OR function OR by governmental body (i.e., Congress or the President or the Supreme Court) in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

<b>Total points possible (5.5.1, 5.5.2)</b>	<b>12</b>
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