



5th Grade Curriculum Standards
Forest Hills Lutheran Christian School

Table of Contents

| | |
|------------------------------|-----------|
| Math | 3 |
| Science | 9 |
| Social Studies | 11 |
| English Language Arts | 14 |
| Christian Studies | 23 |
| Physical Education | 26 |
| Fine Arts | 29 |

Math

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that math instruction should be grounded in number sense and a solid understanding of basic math facts as well as an ability to apply those facts in real-life settings. These skills are developed by continuous review, enabling the students to build new knowledge on prior learning. Math concepts are first presented in concrete, hands-on form. Then, deeper understanding develops as students are challenged by more abstract concepts. Throughout instruction, students will be encouraged to reflect on the orderliness and dependability of God, exemplified by His creation.

5th Grade students should continue to master previously acquired concepts and procedures, applying them to higher-level problem solving and deductive reasoning. Emphasis is placed on consistent practice and multiple approaches to solving different types of problems.

Forest Hills Lutheran Christian School has formally adopted the curriculum standards outlined in the program, Math in Focus. These standards can be found at http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/mathematics/elementary/math-in-focus/179345/mif_k-5_scope_and_sequence.pdf?la=en

5th Grade Math Standards

Numbers and Operations

Sets and numbers

- Explore negative numbers in context.

Number Representation

- Understand place value concepts through millions.

Count

- Count by hundred thousands and millions.

Compare and Order

- Compare and order whole numbers to 10,000,000.

Place Value

- Express numbers to 10,000,000 in various forms.
- Express numbers to 1,000 in terms of place value.
- Compose and decompose multi-digit numbers (including expanded form).

Fraction Concepts

- Convert fractions to decimals.
- Relate fractions and division expressions .

Decimal Concepts

- Model decimals using thousandths.
- Understand place value concepts through thousandths.
- Convert decimals to fractions.

Ratio, Proportion, and Percent

- Use ratios to solve problems.
- Find equivalent ratios.
- Solve problems with percent.
- Convert fractions to percents.
- Find a percent of a number.

Whole Number Computation: Multiplication and Division Algorithms

- Multiply multi-digit numbers.
- Find quotients involving multi-digit dividends.

Whole Number Computation: Multiplication and Division Real-World Problems

- Solve multiplication and division problems.
- Select the most useful form of the quotient and interpret the remainder.

Fraction Computation

- Add and subtract unlike fractions and mixed numbers.
- Multiply proper fractions, improper fractions, mixed numbers, and whole numbers.
- Divide fractions by whole numbers.
- Solve word problems with addition, subtraction, multiplication, and division of fractions.

Decimal Computation

- Add and subtract decimals.
- Multiply and divide decimals by whole numbers.
- Solve problems with multiplication and division of decimals.

Estimation and Mental Math

- Use estimation and mental math to estimate sums, differences, products, and quotients.
- Estimate sums and differences with fractions and decimals.
- Estimate products and quotients with decimals.

Algebra

Patterns

- Identify, describe, and extend numeric patterns involving all operations.
- Find rules to complete number patterns.

Functional Relationships

- Understand the relationships between the numbers and symbols in formulas for surface area and volume.
- Describe number relationships in context.

Expressions/Models

- Use Letters as variables.
- Simplify algebraic expressions.
- Use the order of operations in numeric expressions with two or more operations.

Number Sentences and Equations

- Write and solve number sentences and equations for one- and two-step real-world problems.
- Write and solve equations.
- Graph linear equations.

Equality and Inequality

- Understand equality and inequality

Geometry

Lines and Angles

- Work with angles on a straight line.
- Work with angles at a point.

Two-Dimensional Shapes

- Apply the properties of right, isosceles, and equilateral triangles.
- Apply the sum of the angle measures of a triangle.
- Apply the properties of a parallelogram, rhombus, and trapezoid.
- Demonstrate that the sum of any two side lengths of a triangle is greater than the length of the third side.
- Find the area of a triangle.

Three-Dimensional Shapes

- Identify and classify prisms and pyramids
- Identify the solid that can be made from a net.
- Identify cylinders, spheres, and cones.
- Describe cylinders, spheres, and cones by the number of and types of faces, and the number edges and vertices.
- Build solids using unit cubes.

Coordinate Geometry

- Plot points on a coordinate grid.

Measurement

Angles

- Apply the ideas that the sum of angles on a straight line is 180 degrees.
- Apply the idea that vertical angles are equal in measure.
- Apply the idea that the sum of angles at a point is 360 degrees.

Area

- Find the area of triangles.

Data Analysis

Classifying and Sorting

- Represent data in a double bar graph.

Interpret/Analyze Data

- Analyze data in a double bar graph.

Probability

Outcomes

- Determine experimental probability of an outcome.
- Compare the results of an experiment with theoretical probability.

Expressing Probability

- Compare the results of an experiment with theoretical probability.
- Find all possible combinations by listing, making a tree diagram, and multiplying.

Problem Solving

Build Skills Through Problem Solving

- Build skills in multiplication; division; fraction concepts, decimals, ratios, and percents; data analysis; and measurement through problem solving.

Solve Real-World Problems

- Solve real-world problems involving multiplications; division; fraction concepts, decimals, ratios, and percents; data analysis; and measurement.

Use Appropriate Strategies and Thinking Skills to Solve Problems

- Use appropriate strategies to solve real-world problems.

Apply and Explain Problem Solving

- Apply and explain problem solving processes in Put on Your Thinking Cap! And other activities.

Explore Concepts

- Explore concepts more deeply and justify reasoning in Let's Explore and Hands-On Activities.
- Apply THinking Skills, Put on Your THinking Cap!, Challenging PRactice, and Problem Solving activities.

Investigate Mathematical Ideas

- Further investigate mathematical ideas by completing critical thinking skills activities.

Identify, Demonstrate, and Explain Mathematical Proof

- Apply the idea that the sum of angles on a straight line is 180 degrees.
- Apply the idea that the sum of angles at a point is 360 degrees.
- Explain the relationships among area formulas of different polygons.
- Compare the results of an experiment to validate the use of theoretical probability.
- Identify, describe, and extend numeric patterns involving all operations.

Use A Variety of Reasoning Skills

- Explore the relationship among lists, tree diagrams, and multiplications to calculate combinations.
- Use properties of multiplication (including the Distributive Property) in estimation and mental math.

Communication

Consolidate Mathematical Thinking

- Present mathematical thinking through Math Journal activities.

Communicate with Peers, Teachers, and Others

- Discuss mathematical ideas in Let's Explore activities.
- Work together in pairs or groups in Let's Explore, Games, and other activities.

Share Mathematical Thinking

- Share mathematical ideas with others during Let's Explore and Hands-On activities.

Express Mathematical Ideas

- Express ideas in Math Journal activities, using lesson vocabulary.
- Use chapter and lesson vocabulary correctly.

Connections

Recognize Connections in Mathematical Ideas

- Relate fractions and division.
- Understand the connection among fractions, decimals, ratios, and percents as ways to represent parts of a whole.
- Examine the relationships between three-dimensional figures and the two-dimensional figures that form them.
- Relate fractions and division.

Understand How Concepts Build on One Another

- Explain the relationships among area formulas of different polygons.
- Connect equivalent fractions, decimals, and percents.

Solve Real-World Problems in Contexts OUTside of Mathematics

- Solve real-world problems involving multiplications; division; fraction, decimals, ratio, and percent concepts; data analysis; and measurement.

- Compare experimental results and theoretical probability.

Representation

Use Representations to Model, Organize, and Record

- Explore negative numbers in context.
- Express numbers to 10,000,000 in various forms.
- Find equivalent ratios.
- Explore the use of letters as variables in expressions and inequalities.
- Convert fractions and decimals to percents.
- Represent combinations with lists, tree diagrams, and multiplication.
- Write and solve equations.
- Find rules to complete number patterns.

Select and Apply Representations to Model Problems

- Translate between fractions and percents.
- Select the most useful form of the quotient.
- Use a net to find the surface area of a prism.

Interpret Phenomena through Presentations

- Measure volume of a rectangular prism.
- Represent data in a double bar graph.
- Represent an equation as a graphed line.
- Solve real-world problems involving social situations.
- Use technology (virtual manipulatives and computers) to model and draw.

Science

Statement of Belief

Science is taught at Forest Hills Lutheran Christian School so that students gain an appreciation and respect for God’s creation. By using natural curiosity, hands-on activities, and the scientific method, students will discover and express the orderliness and complexity of creation. We want our students to use science to help them explore and recognize God’s involvement in creation. This recognition should lead to a sense of personal responsibility in caring for themselves, others, and the world around them.

Forest Hills has formally adopted the Next Generation Science Standards as their guiding standards for instruction. These standards can be found at

<http://www.nextgenscience.org/sites/default/files/NGSS%20DCI%20Combined%2011.6.13.pdf>. The following is a summary, taken from pages 37-46 outlining the standards in four major strands: Physical Science, Life Science, Earth Science, and Science and Technology.

Physical Science

5-PS1 Matter and Its Interactions

- 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3 Make observations and measurements to identify materials based on their properties.
- 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2 Motion and Stability: Forces and Interactions

- 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3 Energy

- 5-PS3-1 Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science

5-LS1 From Molecules to Organisms: Structures and Processes

- 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2 **Ecosystems: Interactions, Energy, and Dynamics**

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, and decomposers, and the environment.

Earth Science

5-ESS1 **Earth’s Place in the Universe**

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

5-ESS2 **Earth’s Systems**

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3 **Earth and Human Activity**

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created the world and everyone in it, each unique with their own perspectives and cultures. It is important to prepare students to be citizens in a global community and understand the world around them. In order to do that, students must have an understanding of the past. This will help them understand how the past has shaped our present so they can go out and better shape our future. This is done through focused studies of ancient world history and civilizations, current geography and cultures, and modern American history.

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

US History 1492-1786 (to include but not limited to):

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

5.1 Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.

5.2 Locate and examine accounts of early Spanish, French, and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.

5.3 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.

5.4 Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

Historical Thinking

Use multiple perspectives, primary sources, context and reasoning skills to understand the significance of events, people, ideas and institution.

5.5 Create and interpret timelines showing major people, events and developments in the early history of the United States.

5.6 Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying

who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 5.7 Identify, locate, and describe places and regions in the United States.
- 5.8 Use various types of maps to describe and explain the United States.
- 5.9 Explain migration, trade, and cultural patterns in the United States.
- 5.10 Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.11 Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 5.12 Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.13 Describe and summarize how colonial and new states' governments affected groups within their population (e.g. citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.14 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.15 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.16 Describe how national government affects local and state government.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 5.17 Explain ways trade can be restricted or encouraged (e.g. boycott) and how these affect producers and consumers.
- 5.18 Explain the purpose of taxes and give examples from U.S. history of their use.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

5.19 Analyze two accounts of the same event or topic and describe important similarities and differences.

5.20 Gather, use and document information from multiple sources (e.g. print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.

5.21 Identify and study two or more points of view of an event, issue or problem.

5.22 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.

5.23 Propose a response or solution to an issue or problem and support why it makes sense, using support from research.

English Language Arts

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created language for our good as a way to interact with the people He has placed in our lives. It is important that students become well-rounded readers of a wide range of genres and writers who implement solid expression skills (including, but not limited to, grammar, spelling, organization, and sentence fluency) with clear purpose in a variety of styles. Students also need to become researchers able to extract reliable information from both print and digital resources to back up their claims and opinions. Students must become both speakers who are clear, concise, and able to connect with an audience as well as listeners who are able to think analytically and critically about a spoken topic and offer questions, constructive feedback, and input. As students are prepared to be members of a global society, they must become collaborators who are able to work together by defining clear roles, setting clear goals, tracking progress toward those goals, investigating topics together, discussing respectfully, and presenting cohesively.

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

Literature:

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

5.RL.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.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

5.RL.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

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

5.RL.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).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

5.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

5.RL.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

5.RL.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.

Informational Text

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

5.RI.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

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.RI.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.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

5.RI.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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

5.RI.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

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

5.RI.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.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

5.RI. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

5.RI.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

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

5.RI.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.

Foundational Skills

Print Concepts

There is not a grade 5 standard for this concept.

Phonological Awareness

There is not a grade 5 standard for this concept.

Phonics and Word Recognition

5.RF.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

5.RF.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-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

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).
 - Provide a concluding statement or section related to the opinion presented.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach.

5.W.5 With guidance and support 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).

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

5.W.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 setting.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

5.W.8 Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 5.W.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, 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

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

5.SL.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 other's 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.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such as listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5.SL.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.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5.SL.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5.SL.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

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.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 tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g. either/or, neither/nor).

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.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

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reading/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

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5.L.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 keywords and phrases.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.L.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.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

5.L.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).

Christian Studies

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that Christian Studies is the most important subject we teach, because this subject has eternal implications. We pray that each student knows Jesus as their personal Savior, and we accept the responsibility of opening God's Word and training children in the way they should go. Throughout their time at Forest Hills, students will read the truths as outlined in Scripture, and be provided with practical, meaningful ways that they can shine the light of Christ in their school, their home, and their community.

Forest Hills Lutheran Christian School uses the program, "[One in Christ](#)," as a guideline for student learning.

Memory

Each week, students memorize Bible verses identified in the "One in Christ" curriculum, and they demonstrate how these verses apply to their daily lives through class discussions and journal writing.

Unit 1—God and His Word

1. Who is God?
2. What are God's attributes?
3. What is God's Word?
4. How did God give His Word to us?
5. How has God preserved His Word through the years?
6. How do we find things in the Bible?
7. How do we learn about Bible places and people?
8. How do we learn, apply, and use God's Word?
9. What are the Six Chief Parts of Christian Doctrine?
10. What is God's Law?
11. What is the Gospel?
12. What is the summary of the Law? (First Commandment)
13. How do we honor God's name? (Second Commandment)
14. How do we remember the Sabbath? (Third Commandment)
15. How do we live a life of worship?

Unit 2—The Holy Spirit Blesses the Church: The Third Article

16. Who is the Holy Spirit?
17. How does the Holy Spirit bring us to faith?
18. How does the Holy Spirit keep us in the faith?
19. What does the sanctified life look like?
20. What is the Church?
21. Why are there so many different types of Christian churches?
22. What can we learn from heroes of the faith?
23. Who was Martin Luther?
24. What did Martin Luther do?
25. What is the Lutheran Church?

26. Why is the Reformation important?
27. Can I become a saint?

Unit 3—God the Father’s Gracious Gifts: The First Article

28. What does it mean to call God “Father”?
29. How did all things come to be?
30. What do angels do?
31. Who is the devil?
32. Are heaven and hell real places?
33. What makes people so special, anyway?
34. How do we use what God has given us?
35. How does God protect us?
36. Why does God bless us?
37. How do we offer back to God what He has given us?

Unit 4—Jesus Brings Salvation: The Second Article

38. Why is it important that Jesus is true God?
39. Why is it important that Jesus is true man?
40. How does Jesus serve as my substitute?
41. Was Jesus a Prophet or a prophecy?
42. How did Jesus serve as both Priest and sacrifice?
43. From what and for what did Jesus redeem us?
44. What does Jesus’ resurrection as the Lord of Life mean for us?
45. What is the purpose of the second coming of Jesus as King of kings?
46. What do other names of Jesus tell about who He is?
47. What names do we now have in Christ, and what does this mean for our lives?

Unit 5—God Hears and Answers His People: The Lord’s Prayer

48. What does it mean to follow Jesus?
49. How is Jesus manifest in my life?
50. Is discipleship passive or active?
51. In what ways can I be a disciple, now and in the future?
52. Prayer: Who? Where? What? When? Why?
53. To whom should we pray? (Introduction and First Petition)
54. Where should we pray? (Second and Third Petitions)
55. For what should we pray? (Fourth and Fifth Petitions)
56. When should we pray? (Sixth and Seventh Petitions)
57. Why should we pray? (The Conclusion)

Unit 6—Worship: In Liturgy and in Life

58. Why do most of our worship services begin with Confession and Absolution?
59. What sins do we confess and to whom?
60. Who receives Absolution?
61. What is the Office of the Keys and the pastoral ministry?

62. What is liturgical worship?
63. How does worship today relate to worship in Bible times?
64. How does the Church Year relate to worship?
65. Why do we have worship services for special events?
66. What is the background and history of Lutheran hymnody?
67. What is the purpose of word in Lutheran hymnody?
68. How do we evaluate our hymn and song choices?
69. How do we praise and thank God wherever we are?

Unit 7—The Sacraments: Holy Baptism and the Lord’s Supper

70. What are the Means of Grace?
71. Who is to be baptized?
72. What are the blessings of Baptism?
73. What does my Baptism long ago mean for me today?
74. What is happening during the Lord’s Supper?
75. We are baptized once; why does the Lord’s Supper happen often?
76. Who is worthy to receive the Lord’s Supper?
77. How does the Passover relate to the Lord’s Supper?
78. What is the role of the “Christian Questions with Their Answers”?
79. What is confirmation?
80. What are liturgical arts?

Unit 8—The Commandments: The Second Table of the Law

81. Who is my neighbor?
82. What leaders should I obey? (Fourth Commandment)
83. What does it mean to respect life? (Fifth Commandment)
84. What is a chaste and decent life? (Sixth Commandment)
85. Is stealing a sin we sometimes don’t even recognize? (Seventh Commandment)
86. Do I honor God with my words? (Eighth Commandment)
87. Why are coveting thoughts sinful? (Ninth Commandment)
88. How can we find contentment? (Tenth Commandment)
89. What does God say of all these commandments?
90. What do Law and Gospel mean for my life?

Unit 9—Witnessing: Faith for Life

91. What does God’s Word mean for my life?
92. What does it mean to live as God’s child?
93. What blessings does God provide through my local congregation?
94. What blessings does God provide through my church organization?
95. How does Christian education bless us?
96. How can I witness to my friends and the members of my family?
97. How can I witness to those who don’t care?
98. How can I witness to those who ridicule and oppose me?
99. Who is the true God?
100. A new you? A new me?

Physical Education

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.1.5.1: Demonstrates mature patterns of locomotor and manipulative skills in a variety of dynamic small-sided practice tasks, gymnastics and/or rhythmic activities.

PE.1.5.2: Uses appropriate pacing for a variety of running distances.

PE.1.5.3: Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.

PE.1.5.4: Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.

Note: This outcome applies to both horizontal and vertical jumping & landing.

PE.1.5.5: Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

PE.1.5.6: Applies skills listed in fourth grade outcome in game situations. [traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.]

PE.1.5.7: Combines balance and transferring weight in a gymnastics sequence or rhythms with a partner.

PE.1.5.8: Transfers weight in gymnastics and/or rhythmic environments.

PE.1.5.9: Applies skill in general activity [weight transfer, rolling].

PE.1.5.10: Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.

PE.1.5.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform rhythms with a group.

PE.1.5.12: Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.

PE.1.5.13: Throws overhand to a large target with accuracy.

PE.1.5.14: Throws with accuracy, both partners moving.

PE.1.5.15: Throws with reasonable accuracy in dynamic, small-sided practice tasks.

PE.1.5.16: Catches with competency, both partners moving.

PE.1.5.17: Catches with reasonable competency in dynamic, small-sided practice tasks.

PE.1.5.18: Combines hand dribbling with other skills during practice tasks.

PE.1.5.19: Combines foot dribbling with other skills in practice tasks.

PE.1.5.20: Passes with the feet using a mature pattern as both partners travel.

PE.1.5.21: Receives a pass with the foot using a mature pattern as both partners travel.

PE.1.5.22: Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.

PE.1.5.23: Demonstrates mature patterns in kicking and/or punting in small-sided practice task environments.

- PE.1.5.24: Applies underhand volley skill in small sided practice tasks.
- PE.1.5.25: Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.
- PE.1.5.26: Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
- PE.1.5.27: Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.
- PE.1.5.28: Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
- PE.1.5.29: Create and perform a jump-rope routine with either a short or long rope.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- PE.2.5.1: Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and/or games environments.
- PE.2.5.2: Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and/or dance with self-direction.
- PE.2.5.3: Applies movement concepts of speed, endurance and pacing in general situations.
- PE.2.5.4: Applies concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target in general situations.
- PE.2.5.5: Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, rhythms and gymnastics.
- PE.2.5.6: Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks.
- PE.2.5.7: Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.
- PE.2.5.8: Recognizes the type of throw, volley or striking action needed for different games & sports situations.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.5.1: Charts and analyzes physical activity out-side physical education class for fitness benefits of activities.
- PE.3.5.2: Actively engages in all the activities of physical education.
- PE.3.5.3: Identify and assess the health-related components of fitness.
- PE.3.5.4: Identifies the need for warm-up & cool-down relative to various physical activities.
- PE.3.5.5: Applies the following skills in general situations: Completes health-related physical fitness assessments (pre- & post-) and identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.
- PE.3.5.6: Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.4.5.1: Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

PE.4.5.2: Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.

PE.4.5.3: Exhibits respect for self with appropriate behavior while engaging in physical activity.

PE.4.5.4: Gives corrective feedback respectfully to peers.

PE.4.5.5: Applies skills of accepting and respecting players of all skill levels to general physical activity.

PE.4.5.6: Applies skills of safety, rules, procedures, and etiquette in general physical activities.

PE.4.5.7: Applies safety principles with age-appropriate physical activities.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.5.5.1: Compares the health benefits of participating in selected physical activities.

PE.5.5.2: Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

PE.5.5.3: Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Fine Arts

Statement of Belief

At Forest Hills Lutheran Christian School, we believe, “We all have different gifts, according to the measure of grace God has given us.” (Romans 12:6) It is important for students to be given opportunities, for both mental and spiritual development, to explore and develop their gifts in the arts. Each student will develop their gifts in music, whether it be singing or playing an instrument, as God asks us to worship Him using our gifts of music (Psalm 100, Psalm 150).

In Fifth Grade, students are taught the Fine Arts using Oregon State Standards.

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)