

Identifier	Grade 5 - World Language	Introduced	Completed
5 WL 1	<b>CONVERSATION</b>		
5 WL 1.01	Identify common objects after listening to an oral description.		
5 WL 1.02	Tell time.		
5 WL 1.03	Use the calendar.		
5 WL 1.04	Recite a simple narrative.		
5 WL 2	<b>SPEAKING AND WRITING</b>		
5 WL 2.01	Read combinations of familiar words in short sentences.		
5 WL 2.02	Read words that the student is able to use orally.		
5 WL 2.03	Comprehend brief written directions, narratives, and other information.		
5 WL 3	<b>INFORMATION, CONCEPTS AND IDEAS</b>		
5 WL 3.01	Respond to personal questions.		
5 WL 3.02	Write familiar words or phrases, including colors, dates, numbers, lyrics and words related to family and weather.		
5 WL 3.03	Write simple text on familiar topics, including filling in blanks or labeling pictures.		
5 WL 4	<b>CULTURAL PRACTICES AND PERSPECTIVES</b>		
5 WL 4.01	Relate awareness of the effects of important people, holidays, geography, and history on the lives of the people of the culture studied.		
5 WL 4.02	Demonstrate an awareness of the different patterns of daily life within the culture studied and the pupil's culture.		
5 WL 5	<b>CULTURAL PRODUCTS AND OUTLOOKS</b>		
5 WL 5.01	Compare the products with the environments in which they are produced.		
5 WL 6	<b>CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING</b>		
5 WL 6.01	Practice familiar concepts including telling time and identifying seasons.		
5 WL 7	<b>NATURE OF LANGUAGE</b>		
5 WL 7.01	Identify cognates, adopted words, expressions and word families.		
5 WL 7.02	Observe sound distinctions that must be mastered in order to communicate meaning.		
5 WL 7.03	Frame writing systems between different languages.		
5 WL 8	<b>CULTURE CONCEPTS</b>		
5 WL 8.01	Develop an awareness of cultural diversity and some of the contributions of the foreign language to American culture.		
5 WL 9	<b>OUTREACH</b>		
5 WL 9.01	Write format letters including letters to a pen pal.		
5 WL 9.02	Identify professions that require proficiency in another language.		
5 WL 9.03	Explore careers that require the ability to communicate in the foreign language.		
5 WL 10	<b>ACQUISITION</b>		
5 WL 10.01	Observe a trip to a country in which the foreign language is spoken.		

Identifier	Grade 5 - Native Language	Introduced	Completed
5 NL 1	<b>HERITAGE</b>		
5 NL 1.01	Describe family roles.		
5 NL 1.02	Describe extended family roles.		
5 NL 1.03	Describe tribal roles.		
5 NL 1.04	Describe extended tribal roles.		
5 NL 1.05	Discuss community membership.		
5 NL 1.06	Discuss extended community membership.		
5 NL 1.07	View tribal artifacts.		
5 NL 2	<b>NUMBERS</b>		
5 NL 2.01	Pronounce Dakota numbers 1-100.		
5 NL 2.02	Memorize Dakota numbers 1-100.		
5 NL 3	<b>VOCABULARY</b>		
5 NL 3.5	<b>VOCABULARY: ANIMALS</b>		
5 NL 3.5.01	Pronounce Dakota vocabulary.		
5 NL 3.5.02	Write Dakota vocabulary.		
5 NL 3.5.03	Illustrate Dakota vocabulary.		
5 NL 4	<b>LITERATURE</b>		
5 NL 4.5	<b>LITERATURE: LEDGERBOOK OF THOMAS BLUE EAGLE</b>		
5 NL 4.5.01	Read the text.		
5 NL 4.5.02	Discuss the text.		
5 NL 4.5.03	Illustrate the text.		
5 NL 5	<b>HISTORY</b>		
5 NL 5.5	<b>HISTORY: SIOUX LEADERS</b>		
5 NL 5.5.01	Research the life and times of Gall		
5 NL 5.5.02	Research the life and times of Red Cloud		
5 NL 6	<b>ORATORY</b>		
5 NL 6.01	Recite Gall's speech: "If We Make Peace, You Will Not Hold It"		
5 NL 6.02	Recite Red Cloud's speech: "I Represent the Whole Sioux Nation"		

Identifier	Grade 5 - Computer and Technology	Introduced	Completed
5 CT 1	<b>PROBLEM SOLVING</b>		
5 CT 1.1	Apply different and appropriate problem solving methods using accurate terminology.		
5 CT 1.2	Apply appropriate solution procedures requiring optimization and making adjustments		
5 CT 1.3	Apply skills to solving a problem to achieve a desired production outcome		
5 CT 2	<b>PRODUCTIVITY TOOLS</b>		
5 CT 2.1	Apply correct finger placement for basic keyboarding skills, including number keypad.		
5 CT 2.2	Create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print.		
5 CT 2.3	Create a database with predefined fields, enter data for multiple records, and print reports based on sort query using ascending and descending order.		
5 CT 2.4	Construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions.		
5 CT 2.5	Create a multimedia document or presentation using text, graphics, and/or sound.		
5 CT 2.6	Explain the differences between data files and program files, and describe and use the file management software of a computer.		
5 CT 2.8	Describe the process of accessing a LAN and demonstrate the process as available.		
5 CT 2.9	Define and explain the uses of an electronic communication device, telecommuting, and teleconferencing.		
5 CT 3	<b>RESEARCH TOOLS</b>		
5 CT 3.1	Select a research topic or define a problem and predict outcomes using technology tools.		
5 CT 3.2	Generate keywords for a research topic or problem.		
5 CT 3.3	Select information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
5 CT 3.4	Use an organizational format to arrange information for presentation or decision making.		
5 CT 3.5	Demonstrate an understanding of intellectual property and identify source and content of information collected.		
5 CT 3.6	Generate a list of sources.		
5 CT 3.7	Summarize and share the research process and its outcome.		
5 CT 4	<b>TOOLS AND PROCESSES</b>		
5 CT 4.1	Recognize that technological resources include people, information, materials, machines, energy, capital, and time.		
5 CT 4.2	Employ tools and materials to design or develop products or projects.		
5 CT 4.3	Demonstrate the importance of safety and ease of use in selecting appropriate tools.		
5 CT 4.4	Solve difficulties with tools or devices to accomplish the desired result including computer operations and recognize basic operational problems, such as printer jams, and possible solutions.		
5 CT 5	<b>SYSTEMS</b>		
5 CT 5.1	Explain open, closed, simple, complex, micro, and macro systems.		
5 CT 5.2	Explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle).		
5 CT 5.3	Classify systems according to type and level (e.g., open loop system or closed loop system, simple or complex, and micro or macro).		
5 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
5 CT 6.1	Examine products and communicate how that product solved a human need or want.		
5 CT 6.2	Explain how physical environments are changed by technological developments.		
5 CT 6.3	Describe the relationship between careers and technological developments.		
5 CT 6.4	Explain society's use of technology and describe both the positive and negative impacts on the workplace, society, and the environment.		

Identifier	Poplar - Grade 5 - Health	Introduced	Completed
5 H 1	<b>HEALTH PROMOTION/ DISEASE PREVENTION</b>		
5 H 1.1	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.		
5 H 1.2	Name and explain the stages of growth and development.		
5 H 1.3	Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.		
5 H 1.4	Describe how family, peers, and information influence the use, misuse, and abuse of drugs.		
5 H 1.5	Explain procedures for personal safety when confronted with violence or other hazards.		
5 H 1.6	Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.		
5 H 1.7	Identify programs designed to promote community health.		
5 H 1.8	Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.		
5 H 1.9	Explain how diseases are transmitted.		
5 H 2	<b>HEALTH INFORMATION / ACCESSING INFORMATION</b>		
5 H 2.1	Identify community sources that provide preventive health care.		
5 H 2.2	Demonstrate proper use of a fire extinguisher.		
5 H 2.3	List safety rules for riding bike.		
5 H 2.4	Develop a baby sitter's guide.		
5 H 2.5	Identify the function of each of the major body systems: circulatory, digestive, respiratory, nervous, and reproductive.		
5 H 2.6	Describe situations requiring professional health services.		
5 H 3	<b>HEALTH ENHANCEMENT / SELF MANAGEMENT</b>		
5 H 3.1	List consequences of harassment, fighting, and intimidation.		
5 H 3.2	List desirable personal qualities.		
5 H 3.3	Understand the concept of warming up prior to an activity.		
5 H 3.4	Identify effects of aerobic and anaerobic exercise.		
5 H 3.5	State the legal age for the purchase and use of tobacco and alcohol.		
5 H 3.6	Explain physical, emotional, and social changes that occur as one approaches puberty.		
5 H 3.7	Demonstrate anger management techniques.		
5 H 3.8	Demonstrate refusal skills and ways to seek assistance.		
5 H 3.9	Distinguish between safe and risky/harmful behaviors.		
5 H 3.10	Demonstrate strategies to manage stress.		
5 H 3.11	Perform basic safety, first aid, and life-saving techniques.		
5 H 4	<b>INFLUENCES</b>		
5 H 4.1	Compare and contrast factors responsible for differences in health behavior and health services in different cultures.		
5 H 4.2	Describe ways technology can influence health and chronic disease.		
5 H 4.3	Analyze how stated and implied messages from media influence health behaviors.		
5 H 5	<b>INTERPERSONAL COMMUNICATION</b>		
5 H 5.1	Dramatize decision-making and problem-solving situations involving interactions with others.		
5 H 5.2	List characteristics that help maintain friendships, and compare yourself to the list.		
5 H 5.3	Demonstrate helpful strategies for dealing with social pressures to use drugs, alcohol, and tobacco.		
5 H 5.4	Refine skills and strategies for solving interpersonal conflicts without harming self and others.		
5 H 6	<b>DECISION MAKING / GOAL SETTING</b>		
5 H 6.1	Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.		
5 H 6.2	Set an individual health goal and identify the steps necessary to achieve it.		
5 H 6.3	Predict how decisions regarding health behaviors have consequences for self and others.		
5 H 6.4	Explain when to ask for assistance in making health-related decisions and setting health goals.		
5 H 7	<b>PERSONAL AND COMMUNITY HEALTH</b>		
5 H 7.1	Demonstrate the ability to work independently when promoting health for self and others.		
5 H 7.2	List at least three activities through which a family can promote community health.		
5 H 7.3	Encourage others to make healthy choices.		

## Music

Identifier	Poplar - Grade 5 - Music	Introduced	Completed
5 Mus 1	<b>RHYTHM</b>		
5 Mus 1.01	Recognize and identify relative duration of individual rhythmic components.		
5 Mus 1.02	Identify and create rhythms that have no steady beat.		
5 Mus 1.03	Identify, create, and perform rhythms that include silent beats.		
5 Mus 1.04	Recognize and identify relative duration of rests.		
5 Mus 1.05	Recognize and appropriately use the fermata.		
5 Mus 1.06	Identify and interpret meter signatures.		
5 Mus 2	<b>HARMONY / TEXTURE</b>		
5 Mus 2.01	Perform rhythms and sing melodies in unison.		
5 Mus 2.02	Sing 2-part songs.		
5 Mus 2.03	Sing 3-part songs.		
5 Mus 2.04	Demonstrate independence of parts when performing.		
5 Mus 2.05	Perform rhythms and sing melodies with accompaniment.		
5 Mus 2.06	Perform rhythms and sing melodies without accompaniment.		
5 Mus 2.07	Identify and perform rounds.		
5 Mus 2.08	Identify and perform partner songs.		
5 Mus 2.09	Develop an understanding of chords.		
5 Mus 2.10	Develop an understanding of triads and inversions.		
5 Mus 2.11	Describe, create, and perform ostinato patterns.		
5 Mus 2.12	Identify the instrument families and their members.		
5 Mus 3	<b>MELODY</b>		
5 Mus 3.01	Identify high and low registers.		
5 Mus 3.02	Identify and trace melodic contour.		
5 Mus 3.03	Recognize and identify musical sequences.		
5 Mus 3.04	Recognize musical phrasing.		
5 Mus 3.05	Recognize and identify patterns in music.		
5 Mus 3.06	Develop understanding and sense of pitch.		
5 Mus 4	<b>FORM</b>		
5 Mus 4.01	Identify and describe AB form.		
5 Mus 4.02	Identify and describe ABA / Rondo form.		
5 Mus 4.03	Identify and describe theme and variation.		
5 Mus 4.04	Identify verse and refrain.		
5 Mus 4.05	Understand and use solo and response, both as solist and responder.		
5 Mus 4.06	Identify and describe AABA form.		
5 Mus 4.07	Describe and perform D. C. al Fine.		
5 Mus 4.08	Describe and perform D. S. al Fine.		
5 Mus 4.09	Describe and perform D. C. al Coda.		
5 Mus 4.10	Identify and perform multiple endings.		
5 Mus 4.11	Define and perform the repeat sign.		
5 Mus 5	<b>TONE COLOR</b>		
5 Mus 5.01	Recognize, identify, and produce vocal tones.		
5 Mus 5.02	Recognize, identify, and produce instrumental tones.		
5 Mus 5.03	Understand and demonstrate the concept of bright tone.		
5 Mus 5.04	Understand and demonstrate the concept of dark tone.		
5 Mus 6	<b>TONALITY</b>		
5 Mus 6.01	Identify, describe, and perform major scales.		
5 Mus 6.02	Identify, describe, and perform minor scales.		
5 Mus 7	<b>EXPRESSIVE QUALITIES</b>		
5 Mus 7.01	Identify and produce dynamic variation.		
5 Mus 7.02	Identify and imitate musical styles.		
5 Mus 7.03	Identify tempo and describe rates of tempo.		
5 Mus 7.04	Apply interpretive skills to performances.		
5 Mus 7.05	Define and demonstrate accelerando (Accel.).		
5 Mus 7.06	Define and demonstrate ritardando (Rit.).		

Identifier	Poplar - Grade 5 - Music	Introduced	Completed
5 Mus 7.07	Define and demonstrate relative durations of notes and rests.		
5 Mus 7.08	Define and perform ad libitum.		
5 Mus 7.09	Creatively expand on the qualities of music performed.		
5 Mus 8	<b>CAREERS</b>		
5 Mus 8.01	Explore the work of a music composer as a career.		
5 Mus 8.02	Explore the work of a music performer as a career.		
5 Mus 8.03	Explore the work of a music teacher as a career.		
5 Mus 8.04	Explore the work of a music conductor as a career.		
5 Mus 8.05	Explore the world or work in music-related fields.		
5 Mus 9	<b>PERFORMANCE</b>		
5 Mus 9.01	Participate in at least one concert.		
5 Mus 9.02	View a live musical performance.		
5 Mus 9.03	Perform as a soloist or in a small ensemble.		
5 Mus 9.04	Describe and demonstrate (practice_ concert etiquette.		
5 Mus 10	<b>MUSIC HISTORY</b>		
5 Mus 10.01	Examine the history of music by period.		
5 Mus 11	<b>CULTURE</b>		
5 Mus 11.01	Experience music and musical expression from around the world.		
5 Mus 12	<b>MUSIC APPRECIATION AND CRITICISM</b>		
5 Mus 12.01	Evaluate music and musical performances of all types.		
5 Mus 12.02	Listen to and evaluate solos and ensembles.		
5 Mus 12.03	Observe and evaluate concert etiquette as demonstrated by oneself and others.		
5 Mus 12.04	Develop music appreciation and skills for life.		

Identifier	Poplar - Grade 5 - Physical Education	Introduced	Completed
5 PE 1	<b>LEARNING AND DEVELOPMENT OF MOTOR SKILLS</b>		
5 PE 1.1	Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).		
5 PE 1.2	Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms.		
5 PE 1.3	Apply simple strategies to game-like situations.		
5 PE 1.4	Identify the characteristics of highly skilled performance in a few movement forms.		
5 PE 1.5	Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels.		
5 PE 2	<b>MOVEMENT FORMS</b>		
5 PE 2.1	Utilize locomotor and nonlocomotor movements in physical activities.		
5 PE 2.2	Execute a combination of skills in a new and dynamic environment.		
5 PE 2.3	Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.		
5 PE 3	<b>MOVEMENT AS COMMUNICATION</b>		
5 PE 3.1	Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.		
5 PE 3.2	Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained)		
5 PE 3.3	Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences.		
5 PE 3.4	Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment.		
5 PE 3.5	Apply partner skills while creating a movement sequence.		
5 PE 3.6	Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.		
5 PE 3.7	Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions.		
5 PE 3.8	Create a movement sequence to express an idea/concept.		
5 PE 3.9	Discuss interpretations and reactions to a movement sequence.		
5 PE 3.10	Create and perform various movements to a steady beat with or without a prop (i.e., tinkling poles) within a group.		
5 PE 3.11	Move to a musical beat and respond to changes in tempo (i.e., use a hand drum, recorder, segments of music of various tempos).		
5 PE 3.12	Perform more technically complex folk and/or social dances and identify the cultural and historical contexts.		
5 PE 4	<b>INDIVIDUAL FITNESS</b>		
5 PE 4.1	Create personal goals related to fitness assessment.		
5 PE 4.2	Maintain a continuous aerobic activity (at a target heart rate) for a specified time.		
5 PE 4.3	Identify the health-related components of fitness in various activities.		
5 PE 4.4	Utilize proper warm-up, conditioning, and cool-down techniques.		
5 PE 5	<b>SOCIAL INTERACTION</b>		
5 PE 5.1	Make proper decisions about applying rules, procedures, and etiquette.		
5 PE 5.2	Demonstrate positive responses to challenges, successes, and failures in physical activity.		
5 PE 5.3	Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.		
5 PE 5.4	Identify similarities and differences in games, sports, and dance from other cultures.		

Identifier	Poplar - Grade 5 - Theater	Introduced	Completed
5 Th 1	<b>THEATRICAL COMPONENTS</b>		
5 Th 1.1	Create a script with two or more characters; a beginning, middle, and end; setting; and character descriptions.		
5 Th 1.2	Work together in a group to plan, rehearse, and present a dramatized idea or story.		
5 Th 1.3	Record and Label the roles and responsibilities of stage production personnel.		
5 Th 1.4	Identify the playwright's purpose, goal, or intention		
5 Th 1.5	Document the publicity for a production (e.g., posters, flyers, media advertisements.)		
5 Th 1.6	Draw and/or build model sets for a production (e.g., cardboard or diorama).		
5 Th 1.7	Assemble props and costumes for use in a dramatized event set in a specific time period and locale (e.g., Pilgrims or Romans).		
5 Th 2	<b>ROLE OF THE PERFORMER</b>		
5 Th 2.1	Identify and list a given character's traits by looking at the character's actions and dialogue.		
5 Th 2.2	Demonstrate examples of character traits through movement, pantomime, improvisation, and/or voice (e.g., How does a person move and speak at age 60? At age 6?).		
5 Th 2.3	Portray a character's traits through movement, voice, and/or dialogue in a dramatized idea or story.		
5 Th 3	<b>VIEWING A PERFORMANCE / PERFORMER</b>		
5 Th 3.1	Discuss performances of students and visiting artists.		
5 Th 3.2	Describe emotional response to a performance and explain genre preference (e.g., romance, comedy, suspense, and action).		
5 Th 3.3	Differentiate between comedy and tragedy.		
5 Th 4	<b>VIEWING A PERFORMANCE / PERFORMER IN CONTEXT</b>		
5 Th 4.1	Explain how movies or television reveal information about other historical periods and cultures.		
5 Th 4.2	Identify the conflict between characters in a dramatized event.		

Identifier	Poplar - Grade 5 - Visual Arts	Introduced	Completed
5 VA 1	<b>KNOWLEDGE</b>		
5 VA 1.1	Determine differences between media, techniques, or processes in works of art (e.g., the transparency of watercolor vs. the opaqueness of tempera).		
5 VA 1.2	Examine how different media, techniques, and processes cause different responses (e.g., Look at two-dimensional vs. three-dimensional works of art).		
5 VA 1.3	Create artworks using various media, techniques, and processes to communicate ideas.		
5 VA 1.4	Identify selected works by artists.		
5 VA 2	<b>APPLICATION</b>		
5 VA 2.1	Describe various visual characteristics of art (e.g., sensory, formal, technical, and expressive).		
5 VA 2.2	Identify and describe possible purposes and/or functions of art (e.g., The purpose for a pot's decoration might be to tell a story while the pot's function might be storage).		
5 VA 2.3	Explain how visual characteristics, purposes, and/or functions of art may cause different responses.		
5 VA 2.4	Select and use specific visual characteristics to communicate.		
5 VA 3	<b>CONTENT</b>		
5 VA 3.1	Discuss how subject matter, symbols, and ideas produce meanings in works of art.		
5 VA 3.2	Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.		
5 VA 3.3	Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork.		
5 VA 4	<b>CONTEXT</b>		
5 VA 4.1	Describe visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
5 VA 4.2	Associate a variety of artworks with cultures, times, and places.		
5 VA 4.3	Create works of art that demonstrate historical and cultural influence.		
5 VA 5	<b>INTERPRETATION</b>		
5 VA 5.1	Compare and contrast characteristics of art.		
5 VA 5.2	Identify merits in artworks.		
5 VA 5.3	Describe meanings of art.		
5 VA 5.4	State preferences for characteristics, merits, and meanings in art.		

Identifier	Poplar - Grade 5 - Language Arts/Reading	Introduced	Completed
5 ELA 1	<b>LITERATURE</b>		
5 ELA 1.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
5 ELA 1.02	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.		
5 ELA 1.03	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).		
5 ELA 1.04	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
5 ELA 1.05	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		
5 ELA 1.06	Describe how a narrator's or speaker's point of view influences how events are described.		
5 ELA 1.07	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.		
5 ELA 1.09	Compare and contrast stories in the same genre.		
5 ELA 1.10	Read and comprehend literature, including, stories, dramas, and poetry.		
5 ELA 2	<b>INFORMATIONAL TEXT</b>		
5 ELA 2.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
5 ELA 2.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
5 ELA 2.03	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.		
5 ELA 2.04	Determine the meaning of general academic and domain-specific words and phrases.		
5 ELA 2.05	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.		
5 ELA 2.06	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
5 ELA 2.07	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.		
5 ELA 2.08	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
5 ELA 2.09	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
5 ELA 2.10	Read and comprehend informational texts, including history/ social studies, science, and technical texts.		
5 ELA 3	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>		
5 ELA 3.03	Know and apply phonics and word analysis skills in decoding words.		
5 ELA 3.04	Read with sufficient accuracy and fluency to support comprehension.		
5 ELA 4	<b>WRITING</b>		
5 ELA 4.01	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
5 ELA 4.02	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
5 ELA 4.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
5 ELA 4.04	Develop and organize appropriate to the task, purpose and audience.		
5 ELA 4.05	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
5 ELA 4.06	With some guidance and support, use technology to produce and publish writing.		
5 ELA 4.07	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
5 ELA 4.08	Recall relevant information from experiences or from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
5 ELA 4.09	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
5 ELA 4.10	Write routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences.		
5 ELA 5	<b>SPEAKING AND LISTENING</b>		
5 ELA 5.01	Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing one's own clearly.		
5 ELA 5.02	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		

Identifier	<b>Poplar - Grade 5 - Language Arts/Reading</b>	Introduced	Completed
5 ELA 5.03	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
5 ELA 5.04	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.		
5 ELA 5.05	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
5 ELA 5.06	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
5 ELA 6	<b>LANGUAGE</b>		
5 ELA 6.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
5 ELA 6.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
5 ELA 6.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
5 ELA 6.04	Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.		
5 ELA 6.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
5 ELA 6.06	Acquire and use accurately appropriate general academic and domain-specific words and phrases.		

Identifier	Poplar - Grade 5 - Mathematics	Introduced	Completed
5 M 1	<b>MATHEMATICAL PRACTICES</b>		
5 M 1.01	Makes sense of problems and persevere in solving them.		
5 M 1.02	Reason abstractly and quantitatively.		
5 M 1.03	Construct viable arguments and critique the reasoning of others.		
5 M 1.04	Model with mathematics.		
5 M 1.05	Use appropriate tools strategically.		
5 M 1.06	Attend to precision.		
5 M 1.07	Look for and make use of structure.		
5 M 1.08	Look for and express regularity in repeated reasoning.		
5 M 2	<b>OPERATIONS AND ALGEBRAIC THINKING</b>		
5 M 2.01	Write and interpret numerical expressions.		
5 M 2.02	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		
5 M 2.03	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.		
5 M 2.04	Analyze patterns and relationships.		
5 M 2.05	Generate two numerical patterns using rules.		
5 M 3	<b>NUMBER AND OPERATIONS IN BASE TEN</b>		
5 M 3.01	Understand the place value system.		
5 M 3.02	Recognize placement in a multi-digit number.		
5 M 3.03	Explain patterns in placement in powers of 10		
5 M 3.04	Read, write, and compare decimals to thousandths.		
5 M 3.05	Use place value understanding to round decimals to any place.		
5 M 3.06	Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5 M 3.07	Fluently multiply multi-digit whole numbers using the standard algorithm.		
5 M 3.08	Find whole-number quotients using up to four-digit dividends and two-digit divisors.		
5 M 3.09	Add, subtract, multiply, and divide decimals to hundredths; relate the strategy to a written method; explain reasoning used.		
5 M 4	<b>NUMBER AND OPERATIONS IN FRACTIONS</b>		
5 M 4.01	Use equivalent fractions as a strategy to add and subtract fractions.		
5 M 4.02	Add and subtract fractions with unlike denominators.		
5 M 4.03	Solve word problems involving addition and subtraction of fractions.		
5 M 4.04	Apply and extend previous understandings of multiplication and division to fractions.		
5 M 4.05	Interpret a fraction as division.		
5 M 4.06	Interpret multiplication as scaling (resizing).		
5 M 4.07	Solve real world problems involving multiplication of fractions and mixed numbers.		
5 M 5	<b>MEASUREMENT AND DATA</b>		
5 M 5.01	Convert among different-sized standard measurement units within a given measurement system.		
5 M 5.02	Make a line plot to display a data set of measurements in fractions of a unit.		
5 M 5.03	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		
5 M 5.04	Measure volumes by counting unit cubes.		
5 M 5.05	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		
5 M 6	<b>GEOMETRY</b>		
5 M 6.01	Graph points on the coordinate plane to solve real-world and mathematical problems.		
5 M 6.02	Classify two-dimensional figures into categories based on their properties.		

Identifier	Poplar - Grade 5 - Social Studies		Introduced	Completed
5 SS 1	<b>CIVICS</b>			
5 SS 1.1.1	Rules and Law	Describe the effects on society of the absence of law.		
5 SS 1.1.2	Rules and Law	Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.		
5 SS 1.1.3	Rules and Law	Describe the operation of representative government, including the rights of political minorities.		
5 SS 1.2.1	US Government	Identify the three branches of government (as set forth in the U.S. Constitution).		
5 SS 1.2.2	US Government	Name the two houses of the U.S. Congress.		
5 SS 1.2.3	US Government	Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.		
5 SS 1.2.4	US Government	Identify the duties of the President.		
5 SS 1.2.5	US Government	Identify the Supreme Court as the highest court in the land.		
5 SS 1.2.6	US Government	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.		
5 SS 1.3.1	Political Process	List the qualities of a leader.		
5 SS 1.3.2	Political Process	Name the two major political parties.		
5 SS 1.3.3	Political Process	Give examples of interest groups.		
5 SS 1.3.4	Political Process	Identify sources of information people use to form an opinion.		
5 SS 1.4.1	Citizenship	Describe the difference between a natural-born and a naturalized citizen of the United States.		
5 SS 1.4.2	Citizenship	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.		
5 SS 1.4.3	Citizenship	Identify the Bill of Rights.		
5 SS 1.4.4	Citizenship	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.		
5 SS 1.5.1	State and Local Government	Explain why local governments are created within states.		
5 SS 1.5.2	State and Local Government	Name the three branches of state government.		
5 SS 1.5.3	State and Local Government	Know that there are different types of courts.		
5 SS 1.6.1	Political and Economic Systems	List the characteristics of a nation-state, including self-rule, territory, population, and organized government.		
5 SS 1.7.1	International Relations	Identify the countries bordering the United States.		
5 SS 1.7.2	International Relations	Explain ways in which nations interact.		
5 SS 2	<b>ECONOMICS</b>			
5 SS 2.1.1	Economic Way of Thinking	Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.		
5 SS 2.1.2	Economic Way of Thinking	Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.		
5 SS 2.1.3	Economic Way of Thinking	Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.		
5 SS 2.1.4	Economic Way of Thinking	Identify the benefits and costs of spending now versus saving for later.		
5 SS 2.2.1	Measuring US Economic Performance	Identify and compare per capita measures for the U.S. for different time periods.		
5 SS 2.2.2	Measuring US Economic Performance	Define inflation and deflation and explain how they affect individuals.		
5 SS 2.2.3	Measuring US Economic Performance	Define employment and unemployment.		
5 SS 2.2.4	Measuring US Economic Performance	Identify and give examples of interest rates for borrowing and saving.		
5 SS 2.3.1	Functioning of Markets	Explain why trade must be mutually beneficial.		
5 SS 2.3.2	Functioning of Markets	Demonstrate an understanding of supply and demand in a market.		
5 SS 2.3.3	Functioning of Markets	Contrast the effects of price changes on the behavior of buyers and sellers.		
5 SS 2.4.1	Private US Economic Institutions	Identify financial institutions.		
5 SS 2.4.2	Private US Economic Institutions	Provide examples of labor unions.		
5 SS 2.4.3	Private US Economic Institutions	Explain the purposes for establishing for-profit organizations.		
5 SS 2.4.4	Private US Economic Institutions	Explain the purposes for establishing not-for-profit organizations.		
5 SS 2.4.5	Private US Economic Institutions	Identify the rewards and risks of saving money in financial institutions.		
5 SS 2.5.1	Money	Explain why it is easier for people to save and trade using money rather than using other commodities.		
5 SS 2.5.2	Money	Identify forms of money used in the U.S. prior to the 20th century.		
5 SS 2.5.3	Money	Give examples of purchases made using credit.		
5 SS 2.6.1	US Economy as a Whole	Discuss the resources needed for production in households, schools, and community groups.		
5 SS 2.6.2	US Economy as a Whole	Demonstrate an understanding that an individual can be both a consumer and a producer.		

Identifier	Poplar - Grade 5 - Social Studies		Introduced	Completed
5 SS 2.6.3	US Economy as a Whole	Recognize the three types of productive resources: natural (e.g., minerals), human (e.g., educated workers), and capital (e.g., machinery).		
5 SS 2.6.4	US Economy as a Whole	Illustrate how one person's spending becomes another person's income.		
5 SS 2.6.5	US Economy as a Whole	Identify factors within an individual's control that can affect the likelihood of being employed.		
5 SS 2.6.6	US Economy as a Whole	Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.		
5 SS 2.7.1	Evolving Economy	Provide an example of how purchasing a tool or acquiring education can be an investment.		
5 SS 2.7.2	Evolving Economy	Describe the characteristics of an entrepreneur.		
5 SS 2.7.3	Evolving Economy	Give examples of ways sellers compete.		
5 SS 2.7.4	Evolving Economy	Explain why specialization increases productivity and interdependence.		
5 SS 2.7.5	Evolving Economy	Describe the steps an entrepreneur would take to start a business.		
5 SS 2.8.1	Role of Government in a Market Economy	Give examples of items for which a sales tax is charged and items for which a sales tax is not charged.		
5 SS 2.9.1	International Economy	Explain why the U.S. imports and exports goods.		
5 SS 2.9.2	International Economy	Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from different countries around the world).		
5 SS 2.9.3	International Economy	Give the value of the U.S. dollar in terms of the currencies of other countries.		
<b>5 SS 3</b>	<b>GEOGRAPHY</b>			
5 SS 3.1.1	Geographic Skills	Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.		
5 SS 3.1.2	Geographic Skills	Locate and gather information from a variety of sources.		
5 SS 3.1.3	Geographic Skills	Create and prepare maps, graphs, or charts to display geographic information.		
5 SS 3.1.4	Geographic Skills	Investigate and interpret information from a variety of geographic sources.		
5 SS 3.1.5	Geographic Skills	Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.		
5 SS 3.2.1	World in Spatial Terms	Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Montana, the U.S., and the world.		
5 SS 3.2.2	World in Spatial Terms	Identify the characteristics and purposes of maps and globes.		
5 SS 3.2.3	World in Spatial Terms	Read and derive geographic information from photographs, maps, globes, graphs, and computer resources.		
5 SS 3.2.4	World in Spatial Terms	Construct maps and charts to display information about human and physical features.		
5 SS 3.2.5	World in Spatial Terms	Identify the purpose and summarize the content of maps of similar areas.		
5 SS 3.2.6	World in Spatial Terms	Answer spatial questions using basic geographic vocabulary.		
5 SS 3.3.1	Places and Regions	Describe physical and human features and cultural characteristics of places and regions.		
5 SS 3.3.2	Places and Regions	Identify examples in a community or region that reflect cultural identity.		
5 SS 3.3.3	Places and Regions	Describe the characteristics of the community and the state from different perspectives.		
5 SS 3.3.4	Places and Regions	Identify the effects of the use of technology in the community.		
5 SS 3.3.5	Places and Regions	Identify and describe the locations of historical events.		
5 SS 3.3.6	Places and Regions	Describe how the community and the state change over time.		
5 SS 3.3.7	Places and Regions	Identify the criteria used to define different types of regions.		
5 SS 3.4.1	Physical Systems	Identify the components of each of Earth's four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.		
5 SS 3.4.2	Physical Systems	Define and give examples of natural hazards.		
5 SS 3.4.3	Physical Systems	Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.		
5 SS 3.4.4	Physical Systems	Locate and describe various ecosystems of Earth.		
5 SS 3.4.5	Physical Systems	Investigate an ecosystem by asking and answering geographic questions.		
5 SS 3.5.1	Human Systems	Explain differences in population distribution within Montana and the United States.		
5 SS 3.5.2	Human Systems	List the causes and effects of human migration and settlement.		
5 SS 3.5.3	Human Systems	List examples of historical movements of people, goods, and ideas.		
5 SS 3.5.4	Human Systems	Describe the differences among rural, suburban, and urban migration and settlements.		
5 SS 3.5.5	Human Systems	Identify the location of various economic goods and describe their movement between states and countries.		
5 SS 3.5.6	Human Systems	Investigate an economic issue by asking and answering geographic questions.		
5 SS 3.5.7	Human Systems	Compare differences in the economic development and quality of life among the countries in North America.		
5 SS 3.5.8	Human Systems	Classify cultural, political, and economic organizations.		
5 SS 3.5.9	Human Systems	Explain how and why people divide Earth's surface into a variety of territorial units.		
5 SS 3.6.1	Environment and Society	Describe ways in which changes in the physical environment affect humans.		
5 SS 3.6.2	Environment and Society	Discuss the constraints physical environments place on human activities.		
5 SS 3.6.3	Environment and Society	Give examples of how the physical environment has been changed by technology.		
5 SS 3.6.4	Environment and Society	Explain how human modification of the physical environment in one place can lead to changes in other places.		
5 SS 3.6.5	Environment and Society	Describe how natural hazards affect human activity.		
5 SS 3.6.6	Environment and Society	Describe the patterns of distribution and use of Earth's resources.		

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5 SS 3.6.7	Environment and Society	Identify different ways people in several areas of the world use the same resources.		
5 SS 3.7.1	Geographic Applications	Describe how people and places have influenced events in the past.		
5 SS 3.7.2	Geographic Applications	Use current events to ask and answer geographic questions.		
5 SS 3.7.3	Geographic Applications	Research a contemporary issue using geographic skills and perspectives.		
5 SS 3.7.4	Geographic Applications	Describe a local geographic issue and the possible effects it will have in the future.		
5 SS 4	<b>HISTORY</b>			
5 SS 4.1.1	Chronology	Identify current events from multiple sources.		
5 SS 4.1.2	Chronology	Record events on a graphic organizer, such as a calendar or time line.		
5 SS 4.2.1	History Skills	Ask a historical question and identify resources to be used in research.		
5 SS 4.2.2	History Skills	Organize historical information from a variety of sources.		
5 SS 4.3.1	Prehistory to 400 CE	Define hunter-gatherer.		
5 SS 4.3.2	Prehistory to 400 CE	Locate Montana's earliest Native American inhabitants.		
5 SS 4.4.1	1 CE to 1400	Identify explorations of the Vikings in North America.		
5 SS 4.5.1	1200 to 1750	Identify Montana's Native American cultures.		
5 SS 4.5.2	1200 to 1750	Describe Native North American life prior to European contact, such as clothing, communication, family, food, shelter, transportation, and tools.		
5 SS 4.5.3	1200 to 1750	Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.		
5 SS 4.5.4	1200 to 1750	Describe relationships among Native Americans, Europeans, and Africans.		
5 SS 4.5.5	1200 to 1750	Describe colonial life in North America.		
5 SS 4.6.1	1700 to 1865	Identify the events that led to the Declaration of Independence.		
5 SS 4.6.2	1700 to 1865	Identify key people of the American Revolution, including George Washington and Ben Franklin.		
5 SS 4.6.3	1700 to 1865	Describe the relationship between the War of 1812 and the national anthem.		
5 SS 4.6.4	1700 to 1865	Describe experiences of pioneers moving west, including Donner Party and Oregon and California Trails.		
5 SS 4.6.5	1700 to 1865	Identify explorers and settlers in preterritorial Montana.		
5 SS 4.6.6	1700 to 1865	Identify the Civil War and final outcome, including Union and Confederacy and Generals Grant and Lee.		
5 SS 4.6.7	1700 to 1865	Explain the symbols, mottos, and slogans related to Montana, including state seal and state flag.		
5 SS 4.7.1	1869 to 1920	Identify the contributions of the inventors and discoverers, including Thomas Edison, Wright brothers, Alexander Graham Bell, and George Washington Carver.		
5 SS 4.7.2	1869 to 1920	Describe the contributions of immigrant groups to the United States.		
5 SS 4.7.3	1869 to 1920	Describe the significance of Labor Day.		
5 SS 4.7.4	1869 to 1920	Describe the distinction between Veterans Day and Memorial Day.		
5 SS 4.8.1	1920 to 1945	Identify the major events of the Great Depression, such as stock market crash, Dust Bowl, migration, and Hoover Dam.		
5 SS 4.8.2	1920 to 1945	Identify the United States' participation in World War II, such as Pearl Harbor, homefront, D-Day, and atomic bomb.		
5 SS 4.9.1	1945 to 1990	Identify major advancements in science and technology, including television and computers.		
5 SS 4.9.2	1945 to 1990	Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.		
5 SS 4.10.1	1990 to Present	Identify major news events on the local, state, national, and world level.		

Identifier	Poplar - Grade 5 - Science		Introduced	Completed
5 S 1	<b>PHYSICAL SCIENCE</b>			
5 S 1.1.1	Forces and Motion	Investigate and describe the relationship that exists between the size of a change in motion of an object to the size of a push or pull on that object.		
5 S 1.1.2	Forces and Motion	Investigate and describe that objects usually move downward when they fall or are released in the air or on ramps.		
5 S 1.1.3	Forces and Motion	Investigate and describe that objects may move in a variety of ways (e.g., straight lines or by rotating, rolling, or revolving).		
5 S 1.1.4	Forces and Motion	Classify objects by whether they sink or float in air or water.		
5 S 1.1.5	Forces and Motion	Investigate and describe the ways that magnets attract and repel each other and certain kinds of other materials.		
5 S 1.2.1	Structure and Properties of Matter	Separate mixtures based on their properties.		
5 S 1.2.2	Structure and Properties of Matter	Describe and classify matter in terms of elements, compounds, and mixtures.		
5 S 1.2.3	Structure and Properties of Matter	Investigate and describe the ways that solids remaining after a solvent has been evaporated may form distinctive patterns of crystals.		
5 S 1.2.4	Structure and Properties of Matter	Investigate and describe how materials can be broken down physically into smaller and smaller pieces, and that each piece may retain its same properties.		
5 S 1.2.5	Structure and Properties of Matter	Investigate and describe how the observable properties of a material depend on its composition.		
5 S 1.3.1	Energy and Matter - Interactions and Forms	Investigate and describe how warm objects cool and cool objects warm when they are put together, until they reach the same temperature.		
5 S 1.3.2	Energy and Matter - Interactions and Forms	Investigate and describe how energy can be used to bring about changes in matter (e.g., melting an ice cube).		
5 S 1.3.3	Energy and Matter - Interactions and Forms	Investigate and describe how vibrations produce sound.		
5 S 1.3.4	Energy and Matter - Interactions and Forms	Describe how electrical components are utilized in the design of simple electrical circuits.		
5 S 1.3.5	Chemical Reaction	Investigate and describe how observable changes in matter may occur when different materials are heated, mixed, or cooled.		
5 S 2	<b>LIFE SCIENCE</b>			
5 S 2.1.1	Structure and Function	Investigate, compare, and contrast the different life cycles of different living things.		
5 S 2.1.2	Structure and Function	Investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival.		
5 S 2.1.3	Structure and Function	Investigate and describe how plants and animals have features that help them live in various environments.		
5 S 2.2.1	Internal and External Influences on Organisms	Investigate and describe how clues for behavior may be detected by the senses in humans and other living things.		
5 S 2.2.2	Internal and External Influences on Organisms	Investigate and describe how some organisms can learn from their experiences.		
5 S 2.2.3	Internal and External Influences on Organisms	Investigate and describe how some environmental conditions are more favorable than others to living things.		
5 S 2.3.1	Heredity and Diversity	Investigate and describe how some characteristics between offspring and parents are inherited, but other characteristics are learned.		
5 S 2.3.2	Heredity and Diversity	Explain how living things may be classified on the basis of similar features, behaviors, and/or habits.		
5 S 2.3.3	Heredity and Diversity	Describe how there are variations among individuals within a population of a certain species.		
5 S 2.3.4	Heredity and Diversity	Reproduction is a characteristic essential to the continuation of every species.		
5 S 2.4.1	Evolution - Process of Biological Change	Classify animals and plants according to their physical characteristics.		
5 S 2.4.2	Evolution - Process of Biological Change	Investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die.		
5 S 2.4.3	Evolution - Process of Biological Change	Investigate and describe how individuals of the same kind differ in their characteristics and sometimes the differences give an advantage in surviving and reproducing.		
5 S 3	<b>EARTH AND SPACE SCIENCES</b>			
5 S 3.1.1	Earth Structures and Composition	Investigate and describe how rocks are composed of different combinations of minerals.		
5 S 3.1.2	Earth Structures and Composition	Investigate and describe how erosion and deposition rates can be affected by the slope of the land and by human activities.		
5 S 3.1.3	Earth Structures and Composition	Investigate and describe how the surface of Earth, including the ocean floor has a varied topography.		
5 S 3.1.4	Earth Structures and Composition	Investigate and describe how soil is made of many different biological and mineral materials, and varies from place to place.		
5 S 3.2.1	Earth Models	Identify compass directions on a map.		
5 S 3.2.2	Earth Models	Explain how the Montana state road map is a tool that can be used to navigate from one location to another.		
5 S 3.2.3	Earth Models	Explain how many things can be represented by two-dimensional maps and three-dimensional models.		
5 S 3.2.4	Earth History	Explain that the surface of Earth changes due to a variety of factors (e.g., some are abrupt like volcanoes and earthquakes, and others happen very slowly, such as the wearing down of mountains).		
5 S 3.2.5	Earth History	Investigate and describe how fossils are evidence of past life.		
5 S 3.3.1	Cycles of Matter and Energy	Explain that the sun is the main source of energy for people, which they use in many ways (e.g., fossil fuels derive their energy indirectly from the sun).		
5 S 3.3.2	Cycles of Matter and Energy	Investigate and describe various meteorological phenomena (e.g., flooding, thunderstorms, and drought).		

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5 S 3.3.3	Cycles of Matter and Energy	Investigate and describe the factors which affect the processes such as evaporation and condensation.		
5 S 3.3.4	Cycles of Matter and Energy	Investigate and describe how change is an ongoing process that can be seen throughout the natural world.		
5 S 3.4.1	Solar System and Universe	Investigate and describe the basic components of our solar system (e.g., planets, moons, asteroids, comets, and the sun).		
5 S 3.4.2	Solar System and Universe	Describe the apparent motion of celestial objects across the sky.		
5 S 3.4.3	Solar System and Universe	Describe how the stars in the sky are not scattered evenly, and they are not all the same in brightness or color.		
5 S 4	<b>ENVIRONMENTAL SCIENCES</b>			
5 S 4.1.1	Ecosystems	Investigate and describe how organisms interact with each other and with nonliving parts of their habitats.		
5 S 4.1.2	Ecosystems	Investigate and describe how, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.		
5 S 4.1.3	Ecosystems	Explain how the sun is the primary source of energy for nearly every ecosystem and that living things get what they need to survive from their environments.		
5 S 4.1.4	Ecosystems	Investigate and describe how the local ecosystem has unique characteristics.		
5 S 4.2.1	Natural Resources	Investigate and describe how resources have distinct properties which determine their usefulness.		
5 S 4.2.2	Natural Resources	Investigate and describe how technology can be used to extend resources (e.g., recycling).		
5 S 4.2.3	Natural Resources	Explain how Earth materials, including those found in Montana, provide many of the resources that humans use.		
5 S 4.2.4	Natural Resources	Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.		
5 S 4.3.1	Conservation	Investigate and describe how consumptive patterns of people vary in different places.		
5 S 4.3.2	Conservation	Investigate and describe that ecosystems have components that can be observed to change, while other components appear to stay the same.		
5 S 4.3.3	Conservation	Explain that changes in environments can be natural events or influenced by human activities.		
5 S 5	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
5 S 5.1.1	Scientific, Historical and Technological Perspectives	Explain that science is a systematic way of exploring the world.		
5 S 5.1.2	Scientific, Historical and Technological Perspectives	Develop explanations using observations (evidence) from investigations.		
5 S 5.1.3	Scientific, Historical and Technological Perspectives	Describe key scientists, classical experiments in science, and technological inventions that lead to a better understanding of the impact of science on society.		
5 S 5.1.4	Scientific, Historical and Technological Perspectives	Recognize and explain that science is an activity done by more than one person working together.		
5 S 5.1.5	Scientific, Historical and Technological Perspectives	Explain that technology enables scientists and others to study the motion of objects that are moving rapidly or that are hardly moving at all.		
5 S 5.1.6	Scientific, Historical and Technological Perspectives	Explain that science is an ongoing process of investigation (inquiry).		
5 S 5.2.1	Reasoning and Critical Response Skills	Explain that claims must be supported by evidence and logical argument.		
5 S 6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
5 S 6.1.1	Systems, Models, Risk, and Predictions	Develop a physical model to explain how something works or how something is constructed.		
5 S 6.1.2	Systems, Models, Risk, and Predictions	Predict that some events are more likely to happen than others.		
5 S 6.1.3	Systems, Models, Risk, and Predictions	Describe and compare the components and interrelationships of a simple system (e.g., trace the flow of water through an aquarium, a filter, and a pump).		
5 S 6.2.1	Scientific Values and Attitudes	Keep records of investigations and observations, without changing those records later.		
5 S 6.2.2	Scientific Values and Attitudes	Make careful observations and test things more than once.		
5 S 6.2.3	Scientific Values and Attitudes	Offer reasons for findings and consider the reasons suggested by others.		
5 S 6.3.1	Communication Skills	Give written or oral instructions that others are able to follow.		
5 S 6.3.2	Communication Skills	Organize information into charts, tables, and graphs.		
5 S 6.3.3	Communication Skills	Collaborate on a group project.		
5 S 6.4.1	Scientific Applications of Mathematics	Explain that sometimes changing one thing causes changes in another.		
5 S 6.4.2	Scientific Applications of Mathematics	Explain to other students how to go about solving numerical problems.		
5 S 6.4.3	Scientific Applications of Mathematics	Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measurements.		
5 S 6.4.4	Scientific Applications of Mathematics	Recognize the appropriate unit for a particular measurement (e.g., meters for length, seconds for time, and kilograms for mass).		
5 S 6.4.5	Scientific Applications of Mathematics	Recognize that repeated measurements of the same thing are likely to vary slightly.		
5 S 6.5.1	Laboartory Skills and Safety	Use safety equipment and attire.		
5 S 6.5.2	Laboartory Skills and Safety	Measure and mix dry and liquid materials safely in prescribed amounts.		
5 S 6.5.3	Laboartory Skills and Safety	Use provided materials to construct objects for a particular task.		
5 S 6.5.4	Laboartory Skills and Safety	Label measurements and diagrams properly.		
5 S 6.5.5	Laboartory Skills and Safety	Use appropriate technology in lab procedures for measuring and recording.		
5 S 6.5.6	Laboartory Skills and Safety	Manipulate objects and observe events in an experiment.		