

# Fine Arts

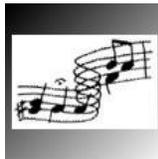
## Visual Arts

- Identify in given artwork the 7 elements of art (line, space, form, color, value, texture, and space.)
- Recognize the principles of art design (balance, movement, rhythm, contrast emphasis, pattern, and unity) in given artwork.
- Using primary colors create secondary and tertiary colors for use in student artwork.
- Create texture in artwork through the use of a variety of lines.
- Use perspective to create the illusion of depth in artwork.
- Awareness of a variety of art careers and the materials they use to create artwork.
- Discuss how artwork can reflect the culture and history of a people.
- Demonstrate creativity in creating original artwork using a variety of materials and techniques.



## Music

- Distinguish between unison and harmony.
- Identify the different ways of creating harmony (ostinatos, countermelodies, rounds, partner songs) and sing simple melodies and harmonies, accurately from a written score.
- Classify singers according to their vocal range.
- Identify various ensemble groupings.
- Demonstrate good vocal production techniques (intonation, breath support, posture.)
- Sing on pitch while the group is singing a melody and at least one harmony part.
- Play a song on the piano keyboard and mallet instrument from a written score using both hands with good form.
- Describe and discriminate between the roles of composers and conductors.
- Translate common music Italian markings for tempo, dynamics, and articulation.



## Hillsboro Community School District No. 3

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## Hillsboro Community School District No. 3

## LEARNING STANDARDS

## 5th Grade



## *Learning Standards*

The Hillsboro school district has learning standards and benchmarks in place for all students.

The following 5th grade benchmarks represent a general outline of the content and skills taught.

They provide parents and teachers with a common set of expectations for what students should know and be able to do. When parents and teachers work together as partners in the education process the children will have the best opportunity to learn and succeed in school.

## *Language Arts*

- Read and comprehend a broad range of printed materials.
- Clarify word meanings using decoding, context clues, and a variety of resources.
- Respond to literary material through comparison, inferences, and personal experiences.
- Apply various reading strategies (make predictions, ask questions, visualize, find main ideas and details, infer, and synthesize) to improve understanding and fluency.
- Apply mechanics of grammar, spelling, punctuation, capitalization and structure in all forms of communication (paragraphs, essays, and oral presentations.)
- Organize and communicate information through written and oral expression.
- Demonstrate an understanding of literary elements, techniques, and forms (characterization, use of narration, theme, setting, plot, tone & conflict.)
- Select, organize and cite information from various resources for a specific purpose and audience.
- Write for a variety of purposes using narrative, persuasive, and expository forms.
- Demonstrate effective speaking and listening skills.
- Create a variety of print and non-print documents (posters, exhibits) to communicate acquired information.



## *Math*

- Demonstrate and apply knowledge of basic computation operations (addition, subtraction, multiplication and division).
- Demonstrate knowledge of whole numbers through a billion.
- Solve one and two step using analytical and computation skills and provide a written explanation.
- Compare numbers and identify patterns.
- Collect, organize, and analyze a given set of data and record the results.
- Add, subtract, multiply, and divide fractions.
- Identify various geometric shapes, patterns, and figures as well as lines, points, planes, and angles.
- Use various units of measurement to determine length, width, perimeter, area, and volume.
- Use methods of probability, make predictions, and make estimations.
- Solve problems involving currency.

## *Social Science*

- Demonstrate knowledge of U.S. historical events, 1600's to present, and identify trends and patterns.
- Identify historical figures of U.S. history, 1600's to present, and their significance.
- Identify governmental structures at the federal, state and local levels.
- Identify rights, responsibilities, and traits of citizenship.
- Locate information using the themes of geography.
- Demonstrate map skills by locating and recording information.
- Identify the various world political systems and their impact on different cultures and societies.
- Identify trade patterns and their economic effect throughout history.
- Explore the interactions of humans and their inventions with the environment.
- Identify and explore career possibilities and their place in society.

## *Science*

- Demonstrate knowledge and application of conceptual principles and processes of scientific inquiry.
- Demonstrate knowledge and application of concepts and principles to identify, analyze, and construct instruments to test and communicate data.
- Demonstrate knowledge and application of concepts and principles by explaining how living things adapt, function, and change.
- Demonstrate knowledge and application of concepts and principles by describing how living things interact with each other and their environment
- Demonstrate knowledge and application of concepts and principles by describing properties of matter and energy and their interaction.
- Demonstrate knowledge and application of concepts and principles by describing force and motion with their relating principles.
- Demonstrate knowledge and application of concepts and principles by describing Earth's features, resources, and related principles.
- Demonstrate knowledge and application of concepts and principles by explaining the composition and structure of the universe and earth's place in it.
- Demonstrate knowledge and application of concepts by applying accepted practices of science using scientific methods.
- Demonstrate knowledge and application of concepts and principles by describing the interaction between science, technology, and society.

## *Physical Development*

- Design games and/or activities that would improve physical strength and personal well-being.
- Use appropriate vocabulary when analyzing locomotor/non-locomotor movements, games and/or sports.
- Create a simple game with given equipment in cooperation with a partner or small group.
- Demonstrate correct mechanical movement skills in relationship to specific games and/or sports.
- Demonstrate following rules while participating in a variety of games, sports and activities.
- Identify displays of good sportsmanship during games and sports.
- Create proper warm-up and cool-down routines in relationship to health-related fitness skills.
- Complete a task or solve a problem with a partner or small group.
- Plan and participate in physical activities to improve personal health and fitness on a daily basis.