Grade Five

English-Language Arts Content Standards

California State Standards	Journey School Alignment	Remarks
Reading	Reading is assigned during the academic year and summer break. Students read several texts aloud; and the main lesson teacher often reads passages to students. Students also select reading material and read silently for an appropriate length of time. Students read at least one book per month for recreational reading. The number of required readings is set according to ability.	
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	**1.0 As stated, in addition:** Vocabulary development, spelling, fluency, and composition are practiced in every lesson block. Each topic brings additional vocabulary. For example, in their study of botany, students learn the meaning and spelling of worlds such as: calyx, stamen, fungi, metamorphosis, monocotyledon, etc. Students use sight words and contextual clues to guess meanings of obscure reading material.	
Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	**1.1 As stated:**	
Vocabulary and Concept Development 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). 1.5 Understand and explain the figurative and metaphorical use of words in context.	**1.2-1.5 As stated, in addition:** Word origins pertaining to Greek roots are an important part of the study of the ancient Greek myths and civilization taught this year. The Latin roots will pertain particularly to Roman studies in the 6th grade.	
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal. 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order	**2.0 As stated, in addition:** Students demonstrate reading-for-information skills. They extract information from charts and graphs, find and recall fact and events, predict outcomes, infer and extrapolate meanings, etc. Every main lesson begins with a review of the previous day's lesson, followed by extension of the material. Students may summarize fact by graph/chart/map, chronology, historical timeline, or some other artifact.	

Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	**2.3-2.4 As stated, in addition:** Students demonstrate oral and written comprehension and recall of curricular topics, biographies and recreational readings. They summarize significant events and details of reading assignments (fiction and non-fiction.) They recall sequence and summary, main idea, facts and details, recognition of difference between fact and opinion, setting, mood, foreshadowing, and character description.	
Expository Critique 2.5 Distinguish facts, supported inferences, and opinions in text.	**2.5 As stated.**	
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.	**3.0 As stated, in addition:** During their study of ancient civilizations, students read passages from some of the world's greatest epic literature: Homer's Odyssey, the Ramayana from India, the Gilgamesh legend from Mesopotamia, the Zend-Avesta from Persia, etc. Major themes are discussed as well as plot, conflicts and resolution, motivation of character, etc. The students gain a sense of literary archetype by observing themes repeated throughout world mythology. The teacher points out imagery, metaphor and symbol throughout the myths, epics, epic poetry, etc. These literary devices are applied in student composition.	
Structural Features of Literature 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	**3.1 As stated.**	
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	**3.2-3.5 As stated.**	
Literary Criticism 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	**3.6-3.7 As stated.**	

Writing		
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	**1.0 As stated.**	
Organization and Focus 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending.	**1.1 As stated, in addition:** Students write in their main lesson books almost every day. They write in a genre appropriate to the lesson studied. History and mythology often necessitate writing multiple paragraph narrative compositions. Their retelling of a passage from an epic such as Homer's Odyssey requires description of setting, atmosphere, plot, and character, and such retelling helps students organize their compositions.	
1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.	**1.2 As stated, in addition:** Students develop simple outlines emphasizing main idea and supporting details. They write compositions of 250 words or longer comfortably with sequential paragraphs and organized structure (initial sentence, supporting material, closure and transition phrases or information). The teacher combines reading comprehension with building of composition skill. For example, the teacher discovers topic sentences within the readings, and students organize compositions from topic sentences. Supporting concepts are subordinated to topical ideas. Students write simple and compound sentences with appropriate sentence structure (declarative, interrogative, exclamatory, imperative), using conjunctions, and transitional phrases.	
Research and Technology 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). 1.5 Use a thesaurus to identify alternative word choices and meanings.	**1.3 and 1.5 As stated,with the exception of:** 1.4 Is addressed in the 6th grade.	
Evaluation and Revision 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	**1.6 As stated, in addition:** The teacher gives critical evaluation of student's writings in order to provide student with strategies for improvement and editing. Students proofread and self-edit written material to add detail, clarify ideas, re-group sentences for clearer meaning or efficiency, and correct spelling, punctuation and capitalization errors. Students re-write material as final copy.	
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	**2.0 As stated.**	

Using the writing strategies of grade five outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.	**2.1-2.4 As stated, in addition:** Students write history reports, biographical sketches, poems which mimic literary styles, narrative summaries, descriptions of characters or settings, personal opinions, stories from personal experience, and friendship and business letters employing appropriate formats, openings and closures. Students may also write their own creative ideas in essay form. 2.1 Finds expression in student compositions about epic world literature and mythology. 2.2 Finds expression when students analyze character motivation, themes, etc. For example, "Why did Odysseus desecrate the temple of Poseidon? 2.3 Finds important expression in reports required for geography and botany. Also, students participate in story and poetry creative writing projects. These activities are to encourage expression and enjoyment: editing and technical expertise are not the main objectives.	
Written and Oral English Language Conventions		
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.	Weekly lessons are devoted to study of English grammar. The teacher covers sentence structure, grammar, 8 basic parts of speech, 8 basic parts of the sentence, irregular verbs, the perfect forms of tense, punctuation, etc.	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	**1.0 As stated.**	
Sentence Structure 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	**1.1 As stated, in addition:** Students demonstrate functional knowledge of parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, articles, conjunctions and interjections.	
Grammar 1.2 Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.	**1.2 As stated, in addition:** Students edit samples to correct capitalization, sentence structure (simple, declarative, interrogative, exclamatory), eight parts of speech, articles, active and passive voice, prepositional phrases, proper use of period, question mark, exclamation mark, commas, quotation marks, colon, dash and semicolon.	
Punctuation 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	**1.3 As stated, in addition:** Students make consistent use of punctuation including commas (for series), quotations, colons and semicolons.	
Capitalization 1.4. Use correct capitalization.	**1.4 As stated, in addition:** Students capitalize initial letters and proper nouns.	

Spelling 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	**1.5 As stated, in addition:** Students use a dictionary to find meanings and spellings; they correctly alphabetize words by the first 3 letters; they identify and use dictionary guidewords; they learn to pronounce words given simple phonetic rules. Students exhibit steady growth applying spelling rules, memorizing sight words, and proofreading for spelling. They learn to spell at least ten words per week from lists of words obtained from the curriculum or from words misspelled in student work. They participate in class spelling activities, including weekly contests/bees/tests, and develop strategies to obtain and maintain expected average spelling accuracy. (Expectations are set according to visual memory abilities.) Students practice syllabication with words which follow rules. Journey School has adopted the CUSD Word Study developmental spelling program and implements the assessments, words sorts and tracks student progress.	
Listening and Speaking	Students practice choral and individual speaking of poetry, prose, story recapitulation and oral reports. They demonstrate improved diction, cadence, meter, syntax, volume, rate and artistic expression, throughout the year. Students exhibit sustained attention to the primary speaker. They follow directions for up to 6 sequential tasks without continuous need for repetition.	
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	**1.0 As stated, in addition:** The development of speaking skills forms an important part of our curriculum. The students are engaged daily in recitations of important literary passages relevant to the main lesson block being studied. For example, when studying the mythology and historical/cultural events related to ancient Persia, students learn passages from the Zend-Avesta; in studying ancient Greece, they recite passages from Homer, etc. As already mentioned, every day will have a portion for review, where the students will individually retell the story, offer opinion, point out relevant details, discuss and show the relevance to modern life, support a point with reason and explanation, identify fallacies, or describe persuasive rhetorical technique.	
Comprehension 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 1.3 Make inferences or draw conclusions based on an oral report.	**1.1-1.3 As stated, in addition:** Students exhibit growing ease with verbal dictation; they construct orally dictated sentences with grade appropriate accuracy. Dictations contain both sight and phonetic vocabulary.	
Organization and Delivery of Oral Communication 1.4 Select a focus, organizational structure, and point of view for an oral presentation. 1.5 Clarify and support spoken ideas with evidence and examples. 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	**1.4-1.6 As stated.**	

Analysis and Evaluation of Oral and Media Communications 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	**1.7-1.8 As stated.**	
Speaking Applications (Genres and Their Characteristics) 2.0 Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	**2.0 As stated.**	
Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.	**2.1-2.3 As stated.**	

Grade Five

History-Social Science Content Standards

California State Standards	Journey School Alignment	Remarks
United States History and Geography: Making a New Nation		
Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.	60 hours of main lesson block (6 weeks of study; 2 hours daily; 5 days per week) are devoted to the study of North American geography. This includes discussion of regions of the United States and Canada described in terms of climate, terrain (major mountain ranges, rivers), states, capitals, and cultural history. The cultural history element includes mention of customs and traditions, and teaches the regional history which contributed to the region's identity. In learning about Louisiana, for example, students learn about terrain, the waterways, principal industries, regional dialects, ethnicity, etc., and also about such historical topics such as the Napoleonic French occupation, early rum and slave trade, battles during the war of 1812, and the eventual Louisiana Purchase. Similarly, the study of western regions considers the Lewis and Clark Exploration, Westward Expansion and Manifest Destiny, the Oregon Trail, and the California Gold Rush, etc. Students continue their American History studies in 6th, 7th and 8th grades when, for example in the 7th grade, American History is discussed in context of Spanish, French and English exploration and colonies. An entire block in the 8th grade considers causality of events in American History, such as, how the invention of the cotton gin helped precipitate the Civil War. For justification of the scope and sequence of the 5th grade history component, please see the discussion below.	
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government.	**5.1.1-5.1.3 As stated.** Students describe the major pre-Columbian settlements including the cliff dwellers and Pueblo people of the Southwest, Native American-Indians in the Woodlands, indigenous peoples east of the Mississippi river, etc.	
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas. 1. Describe the entrepreneurial characteristics of early explorers (e.g.,	**5.2 in part** 5.2.3 and 5.2.4 are introduced in 5th grade study of U.S. regional geographies, and reviewed in a 7th grade block on early French, English and Spanish explorations.	

Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). 2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	5.2.1 - 5.2.2 are topics of the 7th grade history block on explorations.	
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. 1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War). 4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). 5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). 6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	**5.3 As stated, in addition:** In the context of regional cultural history, students learn of cooperation and conflict among the indigenous peoples, and between Indian nations and new settlers. Similar conflicts and struggles are presented in their 5th grade history of ancient civilizations (see discussion below) and in those studies, the teacher presents parallels to American History. Holocaust is a theme of 8th grade American and World History. Students then find similarity between the broken treaties and massacres, etc. of Native Americans with the WWII Holocaust and the Stalinist purge.	
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. 2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 5. Understand how the British colonial period created the basis for the	**5.4.1 -5.4.7 in part** Many of these standards can be taught in the context of comparative cultural geography. The yeoman history of New England colonialism contrasts markedly with the plantation lifestyle of colonial Virginia requiring importation of forced slave labor. Similarly, a New England distinguished by its religious diversity (including Puritans, Quakers, and Anglicans) can be contrasted with of French and Spanish Jesuits Catholic settlements found in southern and western regions. Many of the cultural differences among U.S. regions can be explored within the historical context.	

development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.		
5.5 Students explain the causes of the American Revolution. 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	**5.5.1-5.5.5 in part** The teacher presents historical facts relevant to geographical regions. For example, the study of the Pennsylvania region permits discussion of such topics as the Stamp Act and colonial taxation, leading to American Revolution and the signing of the Declaration of Independence. Notable biographies will be discussed in this context. A more in-depth treatment of American Government and documents such as the Constitution and its Amendments occurs in the 8th grade.	
5.6 Students understand the course and consequences of the American Revolution. 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben). 3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. 7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	**5.6 The topics of 5.6 are discussed in 8th grade.**	

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic. 1. List the shortcomings of the Articles of Confederation as set forth by their critics. 2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. 6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").	**5.7.3 and 5.7.5, 5.7.6 in part** Ideas underlying Liberty and its charter are introduced in 5th gradeworld history, described below. That subject discusses the advent of world culture, and the events, ideas, and stories which underlie and characterize the development of independence and individuality, culminating in the model Greek Republic. In this respect 5th grade students come to understand that the American Republic and its Constitution did not arise from a vacuum of History— students learn ofmany important prior eventswhich led to the development of our Constitution. The Waldorf curriculum discusses fundamental principles of democracy, balance of power, limits to power of central government, the branches of US government, and significance of the Constitution and Bill of Rights, etc. in the 8th grade when student's reading comprehension and analytic reasoning has increased sufficiently to do justice to these topics.	
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	**5.8 As stated.** These topics are discussed in regional geography, and are largely premised on trade and transportation. Students learn the location of the 50 States and the names of their capitals. Students engage both in mapping and imaginative drawings. Students have a working knowledge of the geography and political boundaries of the main continental areas of the United States of America. Students know the bordering countries, states, state capitals. Students have constructed maps and demonstrated understanding of North American geographical regions and of the environmental impact of the geography upon the peoples who settled a region, as well as the environmental impact of the settlers upon the region.	

5.9 Students know the location of the current 50 states and the names of their capitals.	**5.9 As stated.**	
	In keeping with the Waldorf curriculum, Journey School believes that no less than 4 yrs. (grades 5-8) are needed to convey the significance of the creation of the United States. This effort begins in the 5th grade with dual studies of U.S. cultural geography and world history. The geography component has been mapped above withthe CA standards. The history component now inaugurates a 4-year chronological sequence by which students recapitulate in thought and inquiry the grand development of world civilization from ancient Mid East and India to the modern age. Every effort is made to connect ancient topics to their modern U.S. equivalent in such a way as to foster modern contextual understanding of earlier historical events. Thus 5th grade students learn myths, legends, and history of the ancient cultures of India, Persia, Mesopotamia, Babylonia, Chaldea, Assyria and Ancient Greece. This includes stories concerning - The Ramayana, the Buddha, Zarathustra, Gilgamesh, Isis and Osiris, Prometheus, The Fall of Troy, and Alexander the Great. Students have a working understanding of ancient cultures of India, Persia, Mesopotamia, Babylonia, Chaldea, Assyria and Greece as evidenced in main lesson books, oral and written presentations and group and individual artistic representations. Students have constructed maps of historical Mesopotamia, Egypt and Greece. In this manner students are not encumbered by historical abstractions, but are encouraged to ask questions, build context, and discover how modern societies have formulated solutions to age-old problems. For example, 5th grade students studying the Ancient Greeks, witness that modern ideas of equal rights had seminal beginnings in the free exchange of ideas among citizens of Athens. Similarly, discussions of the Code of Hammurabi and Laws of Manu in ancient civilizations build appreciation for our foundation of Law, and provide a substrate for an eventual understanding of the American Bill of Rights. In the course of presenting information concerning revolutions, which occurred in ancient and classical cultures, the teacher offers parallels to the American Revolution and to the ongoing struggles of peoples fighting for freedom against others who oppress them. In a sense coming full circle, students will even realize how the westward migration beginning in Asia millennia before the present has only recently arrived at the Pacific rim, in their own Orange County.	

Grade Five

Mathematics Content Standards

California State Standards	Journey School Alignment	Remarks
By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.		
Number Sense		
1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:	**1.0 As stated, in addition:** Students interpret large numbers in context of ancient history. While studying the building of the Egyptian pyramids, students estimate the large numbers of stones, the number of people needed to transport them, and the time required for construction. Students round their numbers to a reasonable accuracy.	
1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers. 1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number. 1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication. 1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., 24 = 2 x 2 x 2 x 3 = 23 x 3). 1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	**1.1-1.5 As stated, in addition:** Students learn of the great respect felt for numbers by Pythagoras and his school. Prime factoring is discussed in relation to the Sieve of Eratosthenes. Students reduce and expand fractions. Students recognize prime numbers, and calculate "lowest common denominator" by the least exponent of prime factors.	
2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	**2.0 As stated, in addition:** Students practice arithmetic, and work story problems selected to apply procedures learned by rote.	

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form. 2.4 Understand the concept of multiplication and division of fractions. 2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	**2.1-2.5 As stated, in addition:** Students exhibit mastery of 4 basic processes of math including ability to use negative and positive integers, fractions, and decimals, multiple digit multiplication and long division; estimation; rounding; and multi-column addition and subtraction as follows: • Addition of multi-digit whole number columns with carrying • Addition of simple fractions with common denominators • Addition of mixed numbers/fractions with unlike denominators • Addition of decimals • Addition using expanded notation • Subtraction of multi-digit whole numbers using borrowing • Subtraction of simple fractions with common denominators • Subtraction of mixed numbers containing fractions with unlike denominators • Subtraction of decimals • All multiplication tables are memorized out of sequential order • Multiplication tables oral and written • Multiplication of multi-digit whole numbers • Multiplication of simple fractions with like denominators • Multiplication of fractions with unlike denominators • Expansion of fractions • Comparison of fractions through multiplication processes • Finding common denominators using multiplication • Changing mixed numbers to improper fractions • Multiplication of decimals, moving decimal points correctly • Identification of reciprocals • Division of simple fractions, using reciprocals • Conversion of mixed numbers. • Division of mixed numbers • Reduction of fractions to lowest terms • Division of decimals with decimal point in dividend • Division of fractions with decimal in divisor and dividend. • Conversion of decimals to percentages and percentages to decimals. • Ordering of decimals, fractions, & mixed numbers (greater and lesser)	

Algebra and Functions		
1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:	**1.0 In part, see next.**	
1.1 Use information taken from a graph or equation to answer questions about a problem situation. 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. 1.3 Know and use the distributive property in equations and expressions with variables. 1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane. 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.	**1.1-1.5 As stated.** Every story problem implies solving an unknown variable. 5th grade students solve story problems to find, for example, the distance traveled at a constant rate of speed; they are expected to interpret by illustration how this distance increases in proportion to time. Similarly, students may be introduced to a linear coefficient as a slope of a hill, and then be expected to calculate the elevation a hiker might reach at different times. Such pictorial thinking will be formulated in algebraic terms in the 6th grade where the focus of math studies leads students through simple equations in business math. Students will learn how simple linear equations are plotted on a 'xy' grid in the 7th grade.	
Measurement and Geometry		
1.0 Students understand and compute the volumes and areas of simple objects:	**1.0 As stated.**	
1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). 1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects. 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm3], cubic meter [m3], cubic inch [in3], cubic yard [yd3]) to compute the volume of rectangular solids. 1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).	**1.1-1.4 As stated, in addition:** 5th grade students consider word problems involving measurements of time, distance, liquid, weight and money. Students have knowledge of linear measurements, simple areas and perimeters. Students participate in group activities involving length, volume, time, weight, mass and capacity. These include constructions by paper cutout and folding. Students are introduced to Euclidian geometry by freehand drawing of simple plane geometric objects. They learn about degree measurements of angles, the properties of triangles, areas of plane figures by paper cutout, and how plane figures can be folded to create solid figures (e.g. 6 squares make a cube; 1 square and 4 isosceles triangles make a square pyramid, 4 equilateral triangles make a tetrahedron). Students also consider the dimensions of the Egyptian pyramids, the volume of space enclosed, the area of the base, the surface area of the sides, etc.. The Pythagorean Theorem is interpreted in context of Ancient Greece as the sum of cut areas of squares of paper.	

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	**2.0 As stated.**	
2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software). 2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems. 2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids	2.1-2.3 as stated During the freehand drawing activity, students learn names and properties of plane geometrical figures, including parallel lines, perpendicular lines, angle, vertical angle and intersection, equal angles, concentricity, sum of areas, etc. This study will expand in the 6th grade to include exact construction with drawing instruments, including the modeling of natural shapes (honeycomb, snowflake) by exact division of the circle. Students will then solve more complex area and perimeter problems with formulas. In 7th grade, students learn formal constructions in perspective geometry. 8th grade students demonstrate formal proofs in Euclidian geometry; and learn elements of solid geometry including formulas of volume, surface area, and the construction of Platonic Solids.	
Statistics, Data Analysis, and Probability		
1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:	**1.0 As stated.**	
1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ. 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets. 1.3 Use fractions and percentages to compare data sets of different sizes. 1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. 1.5 Know how to write ordered pairs correctly; for example, (x, y).	**1.1-1.5 As stated, in addition:** Students organize and display data collected in Botany; they use fractions and percentages to compare data sets built from field and garden observation; they find averages and display data in freehand-drawn pie charts and histograms. Students are taught more elaborate number patterns and designs. The ordered pair is now introduced in context of two-dimensional number patterns. Students interpret meaning in context of story problems, science, and history. The Cartesian grid is formally introduced with the study of the linear equation in 7th grade algebra.	

Mathematical Reasoning		
1.0 Students make decisions about how to approach problems:	**1.0 As stated.**	
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts.	**1.1-1.2 As stated.** Students extract pertinent data and calculate answers. to word problems.	
2.0 Students use strategies, skills, and concepts in finding solutions:	**2.0 As stated, in addition:** Students listen to complex (grade appropriate) word problems and mentally calculate the answer.	
2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 2.6 Make precise calculations and check the validity of the results from the context of the problem.	**2.1-2.6 As stated.**	
3.0 Students move beyond a particular problem by generalizing to other situations:	**3.0 As stated.**	
3.1 Evaluate the reasonableness of the solution in the context of the original situation. 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. 3.3 Develop generalizations of the results obtained and apply them in other circumstances.	**3.1-3.3 As stated.**	

Grade Five

Science Content Standards

California State Standards	Journey School Alignment	Remarks
Physical Sciences		
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept: a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. b. Students know all matter is made of atoms, which may combine to form molecules. c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays. f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds. g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C6H12O6), water (H2O), helium (He), oxygen (O2), nitrogen (N2), and carbon dioxide (CO2). h. Students know living organisms and most materials are composed of just a few elements. i. Students know the common properties of salts, such as sodium chloride (NaCl).	**1.0 As stated.** 1.a-j The 5th grade history block considers the ancient histories of India and the Mid East up to the Age of Greece. This is also a study of the technological developments of those peoples, progressing from: stone hammers of Neolithic society; the development of the Babylonian battery; advances in metallurgy, alloy and armament; Greek speculations concerning the four states of matter (analogous to solid liquid gas and plasma); arguments concerning the existence of the vacuum; and Democritus' theory of atomic structure and molecular bonding. The first understanding of base and noble metals was described in the writings of Aristotle. Even the ordering of the names of the days of the week embodies a correct, though very ancient, understanding of pH and the electrical and thermal conductivities of the seven corresponding elements. Students discuss metals including iron (Fe), tin (Sn), Lead (Cu), copper (Cu), silver (Ag), mercury (Ag), and gold (Au). This study contrasts ancient and modern understandings. It introduces ideas and attitudes which have come to underlie our modern scientific method. Though students are introduced to concepts of molecules and atoms in their study of ancient cultures, the actual language of chemistry is introduced in 5th grade botany where students learn of oxygen and carbon dioxide exchange, photosynthesis, and formation of sugars and carbohydrates, etc. While discussing Greek history, the teacher shows modern photographs and models of atomic and molecular structures to contrast with their seminal ideas.	

Life Sciences		
2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept: a. Students know many multicellular organisms have specialized structures to sup-port the transport of materials. b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO2) and oxygen (O2) are exchanged in the lungs and tissues. c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder. e. Students know how sugar, water, and minerals are transported in a vascular plant. f. Students know plants use carbon dioxide (CO 2 and energy from sunlight to build molecules of sugar and release oxygen. g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO2) and water (respiration).	**2.0 As stated.** A primary area of 5th grade study is a 6- to 8-week main lesson survey of the entirety of the Plant Kingdom. The survey climbs the ladder of the plant kingdom from fungi, algae, lichens, and mosses, through conifers and monocotyledons, and into the grand variety of dicotyledons. In the course of plant study, many chemical/molecular concepts are introduced including oxygen and carbon dioxide exchange between animal and plant kingdoms, the compounds involved in photosynthesis, and an introduction to sugars, carbohydrates and plant structure, etc. (standards 2.e-f) The major theme of science studies in the 4th grade was the animal kingdom. 5th grade study now includes a survey of insects, by which the physiology of items 2.a-d are discussed. Also addressed are the energy relationships between the plant and animal kingdom (item 2.g). Additionally, students demonstrate a working knowledge of major categories of plants, terminology of plant growth and the cycle of plant germination and growth. Students learn comparative plant types; terminologies of plant growth and plant parts; the cycle of plant germination and growth including perennial and annual plants. Students understand the relationship of plants to climate zones and can map the world's distribution of plant growth. Students have imaginatively explored plant physiology, the cycle of breathing, the major parts of a plant etc., and compared these to human physiology and human cycles. Additionally, students have participated in gardening classes and have cultivated garden plants.	

Earth Sciences		
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept: a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface. b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water. e. Students know the origin of the water used by their local communities.	**3.0 As stated.** In 1st and 2nd grades, the water cycle was studied: following the cycle from ocean to evaporation and cloud formation, to rainfall, snow, or hail on the mountaintops returning to the ocean through stream and river, above and below ground. These ideas are revisited in subsequent grades in greater detail. In 4th and 5th grade geography, California watersheds are explored, with attention to one's local community water sources; in the 5th grade the study extends to a survey of the watersheds of the entire North American continent. The community of plants is seen in relationship to watershed and the availability of moisture in varying geographical conditions. In the 5th grade study of the North American climatology, students learn how major ocean currents influence weather patterns on this continent.	
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept: a. Students know uneven heating of Earth causes air movements (convection cur-rents). b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns. c. Students know the causes and effects of different types of severe weather. d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables. e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.	**4.0 Is introduced later.** In a 6th grade study of the physics of heat, the concept of the convective cell is introduced, although it has already been presented conceptually in the 5th grade. (Also, in 6th grade mineralogy and geology, the water cycle is studied in connection with the limestone cycle of the earth and the transport of calcium). The 7th grade study of explorers is a springboard to examine severe weather patterns, prevailing winds, changes of weather, ocean currents, etc. Finally, in the 8th grade, the physics of weather is studied, beginning with physical laws that govern air and water; that physics is connected to a study of global weather patterns and meteorology.	
5. The solar system consists of planets and other bodies that orbit the Sun in predict-able paths. As a basis for understanding this concept: a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as astercids and comets. c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.	**5.0 In part.** The students learn Greek mythology in the 5th grade and this, then, becomes the basis for identifying the constellations in the sky by naked eye observations. For example, there are half a dozen circumpolar constellations that are directly connected to the Perseus myth. Observation and identification then becomes the springboard for studying astronomical phenomena such as described in 5a. through 5c. The topic of Astronomy is held for the 6th and 7th grades.	

Investigation and Experimentation		
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria. b. Develop a testable question. c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure. d. Identify the dependent and controlled variables in an investigation. e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment. f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data. h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion. i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions	**6.0 As stated.** Since the 5th grade scientific focus is primarily botanical, measurements, experiments, observations, and classifications are performed which center around plants and insects. Students' participation in gardening is considered as time spent toward fulfillment of these standards. In the 6th grade study of mineralogy and introductory physics, experiments are appropriate to studies in heat, light, and sound.	