

SS5.5 The student will show how key events led to the expansion of the United States.

- SS5.5.1 Explain the significance of the Louisiana Purchase.
- SS5.5.2 Describe Lewis and Clark's journey.
- SS5.5.3 Identify the causes of the War of 1812.
- SS5.5.4 Define imports and exports and their importance to the United States.
- SS5.5.5 Compare opportunity cost of consumer spending decisions.

SS5.6 The student will examine the events and people associated with the Civil War.

- SS5.6.1 Describe the causes of the Civil War.
- SS5.6.2 Identify significant events that occurred during the war.
- SS5.6.3 Explain the changes that came about during Reconstruction. ♦

SS5.7 The student will demonstrate how the late 19<sup>th</sup> century immigration contributed to the growth of our society.

- SS5.7.1 Identify the key reasons people immigrated to the United States (i.e., religious or political freedom, economic gain, poverty, war, etc).
- SS5.7.2 Illustrate the hardships endured by immigrants as they were processed through Ellis Island.
- SS5.7.3 Describe the culture (i.e., dance, music, folklore, art) of an immigrant group.
- SS5.7.4 Relate how the culture of our nation's immigrant groups have contributed to our pluralistic society.

SS5.8 The student will examine periods of conflict and change of the 20<sup>th</sup> Century.

- SS5.8.1 Explain the causes of war (i.e., dictatorships, economic conditions, desire for territory, expansionism).
- SS5.8.2 Identify the effects of war (i.e., patriotism, changes in the work force, opportunity cost, protests, rationing).
- SS5.8.3 Investigate and identify the impact of the Civil Rights movement.
- SS5.8.4 Describe the effects of technology on society.
- SS5.8.5 Compare and contrast cultural changes that occurred from the 1950's through the 1990's.

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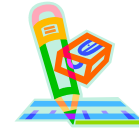
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# HAYS PUBLIC SCHOOLS

## CURRICULUM STANDARDS AND INDICATORS FOR

# GRADE 5

2009

2010

# INTRODUCTION

The Hays Public Schools provide a wide range of educational opportunities for students in the Elementary Schools. All schools and programs, however, have the same expectations for their students. The standards and indicators in this booklet are a reflection of the curriculum development that has taken place in the past 4-5 years as we have aligned our curriculum to national and state standards, thereby also reflecting the standards being assessed through our state assessments and the recently enacted **No Child Left Behind** legislation.

The standards and indicators in this booklet reflect what is taught at the Fifth Grade Level. It is a guide to you, as the parents, as to what we will be doing throughout the year with your child. It can also be a useful tool for you at conference time as you discuss your child's progress with his or her teacher. We encourage you to take the time to read through this document and to become actively involved in your child's elementary school and share the excitement of learning as the year progresses!



## Kansas State Assessments

Mathematics	Grades	3 - 8 HS
Reading	Grades	3 - 8 HS
Science	Grades	4 7 10
Social Studies	Grades	6 8 11
Writing	Grades	5 8 11

# SOCIAL STUDIES

**SS5.1** The student will show how early exploration led to the settlement of our country.

- SS5.1.1 Investigate and explain the contributions of European explorers to the development of early US history.
- SS5.1.2 Explain the relationships between the early explorers and the Native Americans.

**SS5.2** The student will examine the various early European settlements in our country.

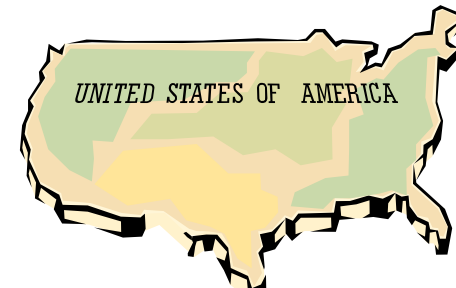
- SS5.2.1 Compare and contrast the impact of European settlement from both an American Indian and European point of view.
- SS5.2.2 Explain the experience and importance of the early settlements of Jamestown and Plymouth.
- SS5.2.3 Compare and contrast the economic, social, and geographic features of life in the New England, Middle and Southern Colonies.
- SS5.2.4 Explain the experience and significance of indentured servants and slaves.
- SS5.2.5 Locate the following geographic locations on a map: Italy, France, England, Spain, Portugal, and Iceland.

**SS5.3** The student will examine the events and people associated with the Revolutionary War.

- SS5.3.1 Describe the causes of the American Revolution using colonial grievances and British policies. ♦
- SS5.3.2 Identify and summarize the events leading up to the American Revolution from both a patriot and loyalist point of view (Townsend Acts, Boston massacre, Boston Tea Party, Intolerable Acts).
- SS5.3.3 Summarize the importance of George Washington, Thomas Jefferson, Alexander Hamilton, Ben Franklin, Patrick Henry, George III, and Lafayette on events in this era.
- SS5.3.4 Identify the main ideas included in the Declaration of Independence.
- SS5.3.5 Identify the following geographic locations on a map: Boston, Philadelphia, and Yorktown.

**SS5.4** The student will analyze the components of the Constitution.

- SS5.4.1 Explain the principals and ideals of the American Republican System. ♦
- SS5.4.2 Define federalism, democracy, republic, and monarchy. ♦
- SS5.4.3 List the weaknesses of the Articles of Confederation. ♦
- SS5.4.4 Identify and explain the structure of US Government (the three branches). ♦
- SS5.4.5 Explain that the Constitution is fundamental law.
- SS5.4.6 Explain the key ideas of the Preamble. ♦
- SS5.4.7 Describe the principals embodied in the Constitution, including the Bill of Rights.
- SS5.4.8 Identify national landmarks and historical sites (White House, Jefferson Memorial, Washington Monument, US Capitol).



# MATH

(♦ = Assessed Indicator    N = Non-Calculator Item)

## COM5.3.5    The student uses authentic and appropriate voice.

- COM5.3.6.1    The student chooses words and phrases appropriate for purposes.
- COM5.3.6.2    The student uses words and phrases that are vivid, powerful, and specific.

## COM5.3.7    The student uses clear and fluent sentences.

- COM5.3.7.1    The student writes sentences that vary in length and structure making the reading pleasant and natural.
- COM5.3.7.2    The student writes sentences that are grammatically correct and easy to read aloud.
- COM5.3.7.3    The student writes sentence beginnings that relate to and build upon previous sentences.

## COM5.3.8    The student uses standard American English conventions.

- COM5.3.8.1    The student uses standard writing conventions with accuracy and style to enhance meaning.
- COM5.3.8.2    The student uses accurate and correct spelling.
- COM5.3.8.3    The student uses appropriate paragraphing.

## COM5.3.9    The students use a variety of modes of writing for different purposes and audiences.

- COM5.3.9.1    The student writes for a specific purpose and audience.
- COM5.3.9.2    The student writes descriptive, narrative, expository, persuasive, and technical pieces.

## RESEARCH

The student applies reading and writing skills to demonstrate learning.

## COM5.4.1    The student uses effective research practices.

- COM5.4.1.1    The student determines focus of research.
- COM5.4.1.2    The student identifies and uses multiple sources.
- COM5.4.1.3    The student records relevant information.
- COM5.4.1.4    The student categorizes relevant information into major categories.
- COM5.4.1.5    The student summarizes and organizes information.
- COM5.4.1.6    The student presents information.

## COM5.4.2    The student uses ethical research practices.

- COM5.4.2.1    The student identifies what constitutes plagiarism.
- COM5.4.2.2    The student expresses information in own words using appropriate details.
- COM5.4.2.3    The student identifies references for all information used.

## MA5.1.1    The student demonstrates number sense for integers, fractions, decimals, and money in a variety of situations.

- MA5.1.1.K1a    The student knows, explains, and uses equivalent representations for whole numbers from 0 through 1,000,000. ♦ N
- MA5.1.1.K1b    The student knows, explains, and uses equivalent representations for fractions greater than or equal to zero (including mixed numbers).
- MA5.1.1.K1c    The student knows, explains, and uses equivalent representations for decimals greater than or equal to zero through hundredths place and when used as monetary amounts.
- MA5.1.1.K2a    The student compares and order.
- MA5.1.1.K2b    The student compares and orders fractions greater than or equal to zero (including mixed numbers).
- MA5.1.1.K2c    The student compares and orders decimals greater than or equal to zero through hundredths place.
- MA5.1.1.K4    The student knows equivalent percents and decimals for one whole, one-half, one-fourth, three-fourths, and one tenth through nine tenths.

## MA5.1.2    The student demonstrates an understanding of the whole number system; recognizes, uses, and explains the concepts of properties as they relate to the whole number system; and extends these properties to integers, fractions (including mixed numbers), and decimals.

- MA5.1.2.K2    The student identifies prime and composite numbers from 0 through 50.

## MA5.1.3    The student uses computational estimation with whole numbers, fractions, decimals, and money in a variety of situations.

- MA5.1.3.K2    The student uses various estimation strategies to estimate whole number quantities from 0 through 100,000; fractions greater than or equal to zero (including mixed numbers); decimals greater than or equal to zero through hundredths place; and monetary amounts to \$10,000 and explains how various strategies are used. ♦ N

## MA5.1.4    The student models, performs, and explains computation with whole numbers, fractions including mixed numbers, and decimals including the use of concrete objects in a variety of situations.

- MA5.1.4.K2a    The student performs and explains dividing whole numbers through a 2-digit divisor and a 4-digit dividend with the remainder as a whole number or a fraction using paper and pencil. N
- MA5.1.4.K2b    The student performs and explains dividing whole numbers beyond a 2-digit divisor and a 4-digit dividend using appropriate technology.
- MA5.1.4.K2c    The student performs and explains adding and subtracting decimals from thousands place through hundredths place. N
- MA5.1.4.K2d    The student performs and explains procedures that multiplies decimals up to three digits by two digits from hundreds place through hundredths place. N
- MA5.1.4.K2e    The student performs and explains adding and subtracting fractions (like and unlike denominators) greater than or equal to zero (including mixed numbers) without regrouping, expressing answers in simplest form, with special emphasis on manipulatives, drawings, and models during instruction. N
- MA5.1.4.K2f    The student performs and explains procedures that multiplies and divides by 10; 100; 1,000; or single-digit multiples of each. N

- MA5.1.4.K3 The student reads and writes horizontally, vertically, and with different operational symbols the same addition, subtraction, multiplication, or division expression.
- MA5.1.4.K4 The student identifies, explains, and finds the greatest common factor and least common multiple of two or more whole numbers through the basic multiplication facts from  $1 \times 1$  through  $12 \times 12$ . ♦ N

**MA5.2.1 The student recognizes, describes, extends, develops, and explains relationships in patterns in a variety of situations.**

- MA5.2.1.K1b The student uses concrete objects, drawings, and other representations to work with growing patterns.
- MA5.2.1.K2a The student counts by numbers related to number theory to generate patterns.
- MA5.2.1.K2b The student uses whole numbers to generate patterns.

**MA5.2.2 The student uses variables, symbols, whole numbers, and algebraic expressions in one variable to solve linear equations in a variety of situations.**

- MA5.2.2.K1 The student explains and uses variables and symbols to represent unknown whole number quantities from 0 through 1,000 and variable relationships. ♦
- MA5.2.2.K2 The student solves one-step linear equations with one variable and a whole number solution using addition and subtraction with whole numbers from 0 through 100 and multiplication with the basic facts. ♦ N
- MA5.2.2.K3 The student explains and uses equality and inequality symbols ( $=$ ,  $\neq$ ,  $<$ ,  $\leq$ ,  $>$ ,  $\geq$ ) and corresponding meanings (is equal to, is not equal to, is less than, is less than or equal to, is greater than, is greater than or equal to) with whole numbers from 0 to 100,000.
- MA5.2.2.K4 The student recognizes ratio as a comparison of part-to-part and part-to-whole relationships.

**MA5.2.3 The student recognizes, describes, and examines whole number relationships in a variety of situations.**

- MA5.2.3.K2 The student finds the values, determines the rule, and states the rule using symbolic notation with one operation of whole numbers from 0 through 10,000 using a vertical or horizontal function table.
- MA5.2.3.K4 The student uses a function table to identify, plot, and label whole number ordered pairs in the first quadrant of a coordinate plane. ♦
- MA5.2.3.K5 The student plots and locates points for integers (positive and negative whole numbers) on a horizontal number line and vertical number line.

**MA5.2.4 The student develops and uses mathematical models including the use of concrete objects to represent and explain mathematical relationships in a variety of situations.**

- MA5.2.4.K1a The student knows, explains, and uses process models to model computational procedures and mathematical relationships and to solve equations.
- MA5.2.4.K1b The student knows, explains, and uses place value models to compare, order, and represent numerical quantities and to model computational procedures and relationships.
- MA5.2.4.K1c The student knows, explains, and uses fraction and mixed number models and decimal money models to compare, order, and represent numerical quantities.
- MA5.2.4.K1d The student knows, explains, and uses factor trees to find least common multiple and greatest common factor.
- MA5.2.4.K1e The student knows, explains, and uses equations and inequalities to model numerical relationships.
- MA5.2.4.K1f The student knows, explains, and uses function tables to model numerical and algebraic relationships.

## LITERATURE

The student responds to a variety of text.

**COM5.2.1 The student uses literary concepts to interpret and respond to text.**

- COM5.2.1.1 The student identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
- COM5.2.1.2 The student identifies and describes the setting and explains the importance of the setting to the story or literary text. ♦
- COM5.2.1.3 The student identifies and describes the major conflict in a story and major events related to the conflict. ♦

**COM5.2.2 The student understands the significance of literature and its contributions to various cultures.**

- COM5.2.2.1 The student describes aspects of history and culture found in works of literature.
- COM5.2.2.2 The student makes connections between personal experiences and literature from a variety of cultures.

## WRITING

The student writes effectively for a variety of audiences, purposes, and contexts.

**COM5.3.1 The student uses writing as a tool for learning throughout the curriculum.**

- COM5.3.1.1 The student utilizes such techniques as note taking, outlines/graphic organizers, summaries, journaling, learning logs, and self-reflections for learning in content areas.

**COM5.3.2 The student uses a writing process that includes prewriting, drafting, revising, editing, and publishing to produce a written text.**

- COM5.3.2.1 The student uses prewriting strategies to organize ideas on a topic or a prompt.
- COM5.3.2.2 The student writes a draft with an introduction, body, and conclusion.
- COM5.3.2.3 The student revises the draft for content and edits for conventions including spelling.
- COM5.3.2.4 The student uses assessment techniques on revised copy.
- COM5.3.2.5 The student publishes a legible final copy.

**COM5.3.3 The student uses ideas that are well developed, clear, and interesting.**

- COM5.3.3.1 The student selects a topic from a group-generated list of ideas.
- COM5.3.3.2 The student maintains focused writing throughout the text.
- COM5.3.3.3 The student includes details to develop main idea.

**COM5.3.4 The student uses organization that enhances the reader's understanding.**

- COM5.3.4.1 The student writes a piece with a clear introduction, body, and conclusion.
- COM5.3.4.2 The student uses paragraphs to allow ideas to flow smoothly within the writing piece.

# LANGUAGE ARTS

## READING

The student reads and comprehends text across the curriculum.

<b>COM5.1.1</b>	The student uses skills in alphabets to construct meaning from text.
<b>COM5.1.2</b>	The student reads fluently.
COM5.1.2.1	The student uses knowledge of conventions and text features at instructional and independent reading levels.
COM5.1.2.2	The student reads expressively with appropriate pace, phrasing, intonation and rhythm of speech.
COM5.1.2.3	The student uses a variety of word-recognition strategies.
COM5.1.2.4	The student adjusts reading rate to support comprehension.
<b>COM5.1.3</b>	<b>The student expands vocabulary.</b>
COM5.1.3.1	The student determines the meaning of words or phrases by using context clues from sentences or paragraphs. ♦
COM5.1.3.2	The student chooses reference materials appropriate to the task. ♦
COM5.1.3.3	The student determines meaning of words through knowledge of word structure. ♦
<b>COM5.1.4</b>	<b>The student comprehends a variety of text (narrative, expository, technical, and persuasive).</b>
COM5.1.4.1	The student identifies characteristics of narrative, expository, technical, and persuasive texts.
COM5.1.4.2	The student identifies the purposes of text features. ♦
COM5.1.4.3	The student uses such text features to locate information in and to gain meaning from appropriate-level texts. ♦
COM5.1.4.4	The student uses prior knowledge, content, and text features to make, revise, and confirm predictions.
COM5.1.4.5	The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
COM5.1.4.6	The student uses information from the text to make inferences and draw conclusions.
COM5.1.4.7	The student identifies text structure. ♦
COM5.1.4.8	The student compares and contrasts varying aspects in one or more appropriate-level texts. ♦
COM5.1.4.9	The student links causes and effects in appropriate-level texts and identifies signal words related to cause-effect relationships. ♦
COM5.1.4.10	The student retells main ideas or events as well as supporting details in appropriate-level texts. ♦
COM5.1.4.11	The student identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts. ♦
COM5.1.4.12	The student identifies the author's purpose. ♦
COM5.1.4.13	The student follows directions explained in technical text.
COM5.1.4.15	The student identifies evidence that supports conclusions.
COM5.1.4.15	The student distinguishes between fact and opinion and recognizes propaganda. ♦



MA5.2.4.K1g	The student knows, explains, and uses two-dimensional geometric models to model perimeter, area, and properties of geometric shapes and three-dimensional models and real-world objects to compare size and to model volume and properties of geometric shapes.
MA5.2.4.K1h	The student knows, explains, and uses tree diagrams to organize attributes through three different sets and determine the number of possible combinations.
MA5.2.4.K1i	The student knows, explains, and uses two- and three-dimensional geometric models and process models to model probability.
<b>MA5.3.1</b>	<b>The student recognizes geometric shapes and compares their properties in a variety of situations.</b>
MA5.3.1.K1	The student recognizes and investigates properties of plane figures and solids using concrete objects, drawings, and appropriate technology.
MA5.3.1.K3	The student recognizes and describes the solids (cubes, rectangular prisms, cylinders, cones, spheres, triangular prisms, rectangular pyramids, triangular pyramids) using the terms faces, edges, and vertices (corners). ♦
MA5.3.1.K4	The student determines if geometric shapes and real-world objects contain line(s) of symmetry, and draws those line(s) of symmetry if the line(s) exist(s).
<b>MA5.3.2</b>	<b>The student estimates, measures, and uses measurement formulas in a variety of situations.</b>
MA5.3.2.K2a	The student selects, explains, the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation using customary units of measure to the nearest fourth and eighth inch.
MA5.3.2.K2b	The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation using metric units of measure to the nearest centimeter.
MA5.3.2.K2d	The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation using time including elapsed time.
MA5.3.2.K4a	The student converts within the customary system: inches and feet, feet and yards, inches and yards, cups and pints, pints and quarts, quarts and gallons, pounds and ounces. ♦
MA5.3.2.K4b	The student converts within the metric system: centimeters and meters, meters and kilometers.
MA5.3.2.K5	The student knows and uses perimeter and area formulas for squares and rectangles.
<b>MA5.3.3</b>	<b>The student recognizes and performs transformations on geometric shapes including the use of concrete objects in a variety of situations.</b>
MA5.3.3.K1	The student recognizes and performs through two transformations (reflection, rotation, translation) on a two-dimensional figure.
MA5.3.3.K3	The student recognizes three-dimensional figures (rectangular prisms, cylinders, cones, spheres, triangular prisms, rectangular pyramids) from various perspectives (top, bottom, side, corners). ♦
<b>MA5.3.4</b>	<b>The student relates geometric concepts to a number line and the first quadrant of a coordinate plane in a variety of situations.</b>
MA5.3.4.K2	The student explains mathematical relationships between whole numbers, fractions, and decimals and where they appear on a number line.
MA5.3.4.K3	The student identifies and plots points as ordered pairs in the first quadrant of a coordinate plane (coordinate grid).
<b>MA5.4.1</b>	<b>The student applies the concepts of probability to draw conclusions and to make predictions and decisions including the use of concrete objects in a variety of situations.</b>
MA5.4.1.K1	The student recognizes that all probabilities range from zero (impossible) through one (certain).
MA5.4.1.K2	The student lists all possible outcomes of a simple event in an experiment or simulation in an organized manner including the use of concrete objects.
MA5.4.1.K4	The student represents the probability of a simple event in an experiment or simulation using fractions.

<b>MA5.4.2</b>	<b>The student collects, organizes, displays, explains, and interprets numerical (rational numbers) and non-numerical data sets in a variety of situations with a special emphasis on measures of central tendency.</b>
MA5.4.2.K3a	The student identifies, explains, and calculates or finds the minimum and maximum values of a whole number data set of up to twenty whole number data points from 0 through 1,000. ♦
MA5.4.2.K3b	The student identifies, explains, and calculates or finds the range of a whole number data set of up to twenty whole number data points from 0 through 1,000. ♦
MA5.4.2.K3c	The student identifies, explains, and calculates or finds the mode (no-,uni-,bi-) of a whole number data set of up to twenty whole number data points from 0 through 1,000. ♦
MA5.4.2.K3d	The student identifies, explains, and calculates or finds the median (including answers expressed as a decimal or a fraction without reducing to simplest form) of a whole number data set of up to twenty whole number data points from 0 through 1,000. ♦
MA5.4.2.K3e	The student identifies, explains, and calculates or finds the mean (including answers expressed as a decimal or a fraction without reducing to simplest form) of a whole number data set of up to twenty whole number data points from 0 through 1,000. ♦

# SCIENCE

<b>S.5.1.1</b>	<b>The student will demonstrate abilities necessary to do the process of scientific inquiry.</b>
S.5.1.1.1	The student identifies questions that can be answered through scientific investigations. ♦
S.5.1.1.2	The student designs and conducts scientific investigations safely using appropriate tools, mathematics, technology, and techniques to gather, analyze, and interpret data. ♦
S.5.1.1.4	The student communicates scientific procedures, results, and explanations. ♦

<b>S.5.1.2</b>	<b>The student will apply different kinds of investigations to different kinds of questions.</b>
S.5.1.2.1	The student develops questions and adapts (frames) the inquiry process to guide the appropriate type of investigation.
S.5.1.2.2	The student differentiates between qualitative and quantitative data in an investigation.

<b>S.5.1.3</b>	<b>The student will analyze how science advances through the interaction of new ideas, scientific investigations, skepticism, and examinations of evidence of varied explanations.</b>
S.5.1.3.1	The student, after completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.
S.5.1.3.2	The student evaluates the work of others to determine evidence which scientifically supports or contradicts the results, identifying faulty reasoning or conclusions that go beyond evidence and/or are not supported by data. ♦

<b>S.5.2.1</b>	<b>The student will observe, compare, and classify properties of matter.</b>
S.5.2.1.1	The student compares and classifies the states of matter; solids, liquids, gases, and plasma. ♦

<b>S.5.2.2</b>	<b>The student will observe, measure, infer, and classify changes in properties of matter.</b>
S.5.2.2.2	The student measures and graphs the effects of temperature on matter. ♦

<b>S.5.2.3</b>	<b>The student will investigate motion and forces.</b>
S.5.2.3.4	The student investigates and explains how simple machines multiply force at the expense of distance. ♦

<b>S.5.3.4</b>	<b>The student will identify and relate interactions of populations of organisms within an ecosystem.</b>
S.5.3.4.1	The student recognizes that all populations living together (biotic resources) and the physical factors (abiotic resources) with which they interact compose an ecosystem. ♦
S.5.3.4.2	The student understands how limiting factors determine the carrying capacity of an ecosystem.
S.5.3.4.3	The student traces the energy flow from the sun (source of radiant energy) to producers (via photosynthesis – chemical energy) to consumers and decomposers in food webs. ♦

<b>S.5.4.3</b>	<b>The student will identify and classify stars, planets, and other solar system components.</b>
S.5.4.3.1	The student compares and contrasts the characteristics of stars, planets, moons, comets, and asteroids. ♦
S.5.4.3.2	The student models spatial relationships of the earth/moon/planets/sun system to scale.
S.5.4.3.3	The student identifies past and present methods used to explore space.
S.5.4.4.2	The student describes how the angle of incidence of solar energy striking earth's surface affects the amount of heat energy absorbed at earth's surface.

<b>S.5.5.1</b>	<b>The student will demonstrate abilities of technological design.</b>
S.5.5.1.1	The student identifies appropriate problems for technological design, designs a solution or product, implements the proposed design, evaluates the product, and communicates the process of technological design.

<b>S.5.5.2</b>	<b>The student will develop understandings of the similarities, differences, and relationships in science and technology.</b>
S.5.5.2.1	The student compares the work of various types of scientists and engineers.
S.5.5.2.2	The student evaluates benefits, risks, limitations, and trade-offs of technological solutions.
S.5.5.2.3	The student identifies contributions to science and technology by many people and many cultures.

<b>S.5.6.3</b>	<b>The student will understand that natural hazards are dynamic examples of earth processes which cause us to evaluate risks.</b>
S.5.6.3.2	The student evaluates risks and defines appropriate actions associated with the natural hazard.

<b>S.5.7.1</b>	<b>The student will develop scientific habits of mind.</b>
S.5.7.1.1	The student practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.

<b>S.5.7.2</b>	<b>The student will research contributions to science throughout history.</b>
S.5.7.2.1	The student recognizes that new knowledge leads to new questions and new discoveries, replicates historic experiments to understand principals of science, and relates contributions of men and women to the field of science. ♦