WDE

Grade 5
Wyoming Content Standards
All Adopted and Active Content Area Sets as of July 2025

Rationale:

When a new or updated set of Wyoming Content & Performance Standards (WYCPS) is adopted under the State Board of Education and approved by the Governor, it is adopted with a designated school year by which districts must implement that new or updated set of standards into their district curriculum, instruction, and district assessment system. The time between the adoption date and the designated school year by which the new set must be implemented is the transition period districts are granted for this implementation. See Standards Expectations and Definitions on pages 2-3.

This document is a compilation of all ten WYCPS content areas. This includes previously adopted standards sets that will be phased out and newly-adopted standards sets that are to be implemented by a designated school year. For content areas that have two sets of standards, the previously adopted set is to be phased out and the newly adopted set is to be phased in by the designated implementation date on that set. Once the new set is fully implemented, this document will be updated on the WDE website to remove the phased out content area standards set(s).

Contents:

Standards Expectations and Definitions:

The State Board of Education designated expectations for districts' instruction and assessment of WYCPS in each grade band of each content area standards set adopted after 2023, as seen in the table below. All students in grades K-12 are expected to be educated on all Content Standards, unless the corresponding cell for grade band and content area on the table below is marked with "Elective," in which case students would only be required to receive instruction on those Content Standards if they elected to take that course.

Students must be assessed through the District's Assessment System on the Performance Standards in each light gray-shaded content area/grade band cell containing "Performance Standards" on the table below, unless the corresponding cell for grade band and content area is marked with "Elective," in which case the Performance Standards would be required to be assessed only for students who elected to take that course.

The content areas of *ELA, CTE, and Social Studies have not been adopted with this designation yet; therefore, all grade bands are identified as Content & Performance Standards until each content area is adopted. The terms found in this table are further defined on the next page.

CONTENT AREA	GRADE BAND			
	K-2	**3-5**	**6-8**	**9-12**
*ELA	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards
Math	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards
Science	Content Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards
*Social Studies	Content Standards	Content Standards	Content & Performance Standards	Content & Performance Standards
Health & Safety	Content Standards	Content Standards	Content Standards	Content & Performance Standards
PE	Content Standards	Content Standards	Content Standards	Content & Performance Standards
*CTE	Content Standards	Content Standards	Content Standards	Content & Performance Standards **Elective**
Fine & Performing Arts	Content Standards	Content Standards	Content & Performance Standards **Elective**	Content & Performance Standards **Elective**
Computer Science	Content Standards	Content Standards	Content & Performance Standards **Elective**	Content & Performance Standards **Elective**
World Languages & Cultures	Content Standards	Content & Performance Standards **Elective**		

Content Standards:

Content Standards define the content knowledge and skills students are expected to know and be able to do by the end of the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. Schools have local control on how to map out the curriculum for any standards grouped by grade bands.

Performance Standards:

Performance Standards are the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skills at the proficient level. As such, they employ clear action verbs and describe "how good is good enough."

Districts and teachers are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success. In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

Elective:

Elective means all students must be offered the opportunity to take content area instruction within the indicated grade level or grade band should they elect to do so. Districts may choose how to offer elective coursework, but all Content and Performance Standards must be included in a series of courses or the educational program.

Grade 5 English Language Arts (ELA) Standards

Standards Review Process Note:
The ELA Standards are currently being reviewed (as of July 2025). The below set (2012) will continue to be in effect until a new/updated set is adopted and due to be fully implemented, as approved by the State Board of Education.

Grade 5 English Language Arts (ELA) (2012)
Sole Adopted Set - Until New/Updated Set Adopted via Standards Review Process

Reading for Literature
Key Ideas and Details
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure
RL.5.4 Determine the meanings of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8 Not applicable to literature.

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading for Informational Text
Key Ideas and Details
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

> **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
>
> **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
>
> **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

> **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
>
> **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
>
> **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

> **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Foundational Skills

Phonics and Word Recognition

> **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.
>
> > **RF.5.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

> **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
>
> > **RF.5.4.a** Read on-level text with purpose and understanding.
> >
> > **RF.5.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
> >
> > **RF.5.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

> **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
>
> > **W.5.1.a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
> >
> > **W.5.1.b** Provide logically ordered reasons that are supported by facts and details.
> >
> > **W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
> >
> > **W.5.1.d** Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

    W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

    W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

    W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

    W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

    W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

    W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

    W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

    W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.5.1 through W.5.3 in the Writing Domain.)

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 5. The grade 5 Language standards are found in the Language Domain.)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

    W.5.9.a Apply grade 5 Reading standards (found in the Reading for Literature and Reading Foundational Skills Domains) to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

    W.5.9.b Apply grade 5 Reading standards (found in the Reading for Informational Text and Reading Foundational Skills Domains) to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

    SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

    SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

    SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards L.5.1 and L.5.3 in the Language Domain for specific expectations.)

Language

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

  L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

  L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.

  L.5.1.d Recognize and correct inappropriate shifts in verb tense.

  L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

  L.5.2.a Use punctuation to separate items in a series.

  L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.

  L.5.2.c Use a comma to set off the words *yes* and *no* (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

  L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.

  L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

  L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

  L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

  L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

  L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

  L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

  L.5.5.a Interpret figurative language, including similes and metaphors, in context.

  L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

  L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade 5 Science Standards

Three Dimensions of Science:

Dimension 1: Crosscutting Concepts (CCC)

The seven Crosscutting Concepts, listed below, have application across all domains of science. As such, they provide one way of linking across the domains of the Disciplinary Core Ideas.

1. Patterns.
2. Cause and effect.
3. Scale, proportion, and quantity.
4. Systems and system models.
5. Energy and matter.
6. Structure and function.
7. Stability and change.

Dimension 2: Disciplinary Core Ideas (DCI)

The continuing expansion of scientific knowledge makes it impossible to teach all of the ideas related to a given discipline in exhaustive detail during the K–12 years. But given the cornucopia of information available today, virtually at a touch, an important role of science education is not to teach "all the facts" but rather to prepare students in the four domains of science with sufficient core knowledge so that they can later acquire additional information on their own. The four domains referenced are: 1) physical science, 2) life science, 3) Earth and space science, and 4) engineering, technology, and applications of science.

Dimension 3: Science and Engineering Practices (SEP)

The eight Science and Engineering Practices (SEPs), listed below, describe both (a) the major practices that scientists employ as they investigate and build models and theories about the world and (b) a key set of engineering practices that engineers use as they design and build systems. We use the term "practices" instead of skills to emphasize that engaging in a scientific investigation requires not only skill but also knowledge that is specific to each practice.

1. Asking questions (for science) and defining problems (for engineering).
2. Developing and using models.
3. Planning and carrying out investigations.
4. Analyzing and interpreting data.
5. Using mathematics and computational thinking.
6. Constructing explanations (for science) and designing solutions (for engineering).
7. Engaging in argument from evidence.
8. Obtaining, evaluating, and communicating information.

Grade 5 Science (2023)

Currently Adopted Set - To Be Fully Implemented by the Beginning of School Year 2025-26

Physical Science

PS1 Matter and Its Interactions

5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

PS3 Energy

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

Life Science

LS2 Ecosystems: Interactions, Energy, and Dynamics

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

Earth and Space Science

ESS1 Earth's Place in the Universe

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

ESS3 Earth and Human Activity

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

Engineering and Design

ETS1 Engineering, Technology, & Applications of Science

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

Grade 5 Math Standards

Notes for Accessibility:
For best results—if using screen reader technology to access this document—adjust punctuation settings/speech verbosity to read parentheses and other special characters aloud.

Grade 5 Math Practices

MP1 Make sense of problems and persevere in solving them.
5.MP.1 In grade five, students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions, including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem," "Does this make sense," and "Can I solve the problem in a different way?"

MP2 Reason abstractly and quantitatively.
5.MP.2 Students recognize that a number represents a specific quantity. They connect quantities to written symbols and create logical representations of the problems at hand while considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.

MP3 Construct viable arguments and critique the reasoning of others.
5.MP.3 Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

MP4 Model with mathematics.
5.MP.4 Students experiment with representing problem situations in multiple ways, including using numbers, words (mathematical language), pictures, objects, charts, lists, or graphs to create equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and evaluate whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

MP5 Use appropriate tools strategically.
5.MP.5 Fifth graders consider the available tools, including estimation, when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or to make predictions from real world data.

MP6 Attend to precision.

5.MP.6 Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meanings of the symbols they choose. For instance, when figuring out the volume of a rectangular prism, they record their answers in cubic units.

MP7 Look for and make use of structure.

5.MP.7 Students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply, and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

MP8 Look for and express regularity in repeated reasoning.

5.MP.8 Students use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and to perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

Grade 5 Math (2023)

Currently Adopted Set - To Be Fully Implemented by the Beginning of School Year 2025-26

Operations and Algebraic Thinking

Write, interpret, and/or evaluate numerical expressions.

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2 Write simple expressions requiring parentheses that record calculations with numbers, and interpret numerical expressions without evaluating them.

Number and Operations in Base Ten

Understand the place value system.

5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations - Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem.

5.NF.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.

5.NF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.

5.NF.7a Interpret division of a unit fraction by a non-zero whole number and compute the quotient.

5.NF.7b Interpret division of a whole number by a unit fraction and compute the quotient.

5.NF.7c Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem.

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.5 Relate volume to the operations of multiplication and solve real-world and mathematical problems involving volume.

5.MD.5a Find the volume of a right rectangular prism with whole number dimensions by multiplying them. Show that this volume is the same as when counting unit cubes.

5.MD.5b Find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems given the formulas $V=(l)(w)(h)$ and $V=(B)(h)$ for rectangular prisms.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.

Grade 3-5 Social Studies Standards

Standards Review Process Note:

The Social Studies Standards are currently (as of July 2025) scheduled to undergo the Standards Review Process during the 2026-2027 calendar years. The below set (2014+2018) will continue to be in effect until a new/updated set is adopted and due to be fully implemented, as approved by the State Board of Education.

Grade Band Note:

The 2014+2018 Social Studies Standards were created in grade bands. Below are the Grade 3-5 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Grade 3-5 Social Studies (2014+2018)

Sole Adopted Set - Until New/Updated Set Adopted via Standards Review Process

Citizenship, Government, and Democracy

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

SS5.1.1 Describe the basic rights and responsibilities of citizenship.

SS5.1.2 Understand the basic local, tribal, state, and national political processes (e.g., campaigning and voting).

SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).

SS5.1.4 Understand the purpose of the U.S. legal system and that tribal governments have separate legal systems.

SS5.1.5 Understand the purposes of the three branches of government (executive, legislative, and judicial).

SS5.1.5.a Understand how the Northern Arapaho and Eastern Shoshone are sovereign nations with their own systems of governance (i.e., each has a General Council and a resolution form of government).

Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

SS5.2.1 Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).

SS5.2.2 Describe, compare, and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

SS5.2.4 Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes, and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).

Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.

SS5.3.2 Identify basic economic concepts (e.g., supply, demand, price, and trade).

SS5.3.3 Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).

SS5.3.4 Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.

Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).

SS5.4.2 Describe how tools and technology make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or travois to horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands, boiling water prevented spread of disease, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).

SS5.4.3 Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups, including Indigenous Tribes of Wyoming (e.g., energy development, water rights, new technology, and social issues).

SS5.4.4 Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

SS5.4.5 Identify differences between primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources. Find primary and secondary sources about a historical event (e.g., creation of reservations, Sand Creek Massacre, and creation of national parks). Summarize central ideas in primary and secondary resources.

People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

SS5.5.1 Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.

SS5.5.1.a Identify boundaries of the Wind River Indian Reservation.

SS5.5.2 Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the reservation, state, nation, or world.

SS5.5.3 Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., Indigenous Tribes of Wyoming and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.

SS5.5.3.a.i Describe how cultural values of the Indigenous Tribes of Wyoming influence the importance and preservation of place and sacred sites (e.g., Devils Tower/Bear Lodge, Hot Springs State Park, Vedauwoo, Crowheart Butte, Bighorn Medicine Wheel, Estes Park, Yellowstone, Heart Mountain, and Wind River Mountains).

SS5.5.3.a.ii Describe and identify a variety of place names and their connection to Indigenous Tribes of Wyoming.

SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).

SS5.5.4.a Discuss the ways in which the environment, including climate and seasons, influenced how the Indigenous Tribes of Wyoming adapted to their natural environment (e.g., how they obtained food, clothing, tools, and migration).

Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

SS5.6.1 Use various media resources in order to address a question or solve a problem.

SS5.6.2 Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).

SS5.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).

SS5.6.4 Identify the difference between primary and secondary sources.

Grade K-5 Career and Vocational Education (CTE) Standards

Standards Review Process Note:
The Career and Vocational Education (CTE) Standards are currently being reviewed (as of July 2025).
The below set (2014) will continue to be in effect until a new/updated set is adopted and due to be fully implemented, as approved by the State Board of Education.

Grade Band Note:
The 2014 Career and Vocational Education (CTE) Standards were created in grade bands. Below are the K-5 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 6-year span.

Grade K-5 Career and Vocational Education (CTE) (2014)

Sole Adopted Set - Until New/Updated Set Adopted via Standards Review Process

Career Development and Readiness

Students demonstrate career planning and employability skills.

CV5.1.1 Students identify and describe various occupations.

CV5.1.2 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.

CV5.1.3 Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.

CV5.1.4 Students complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.

Communication and Collaboration

Students develop the skills necessary to effectively lead, collaborate, and communicate.

CV5.2.1 Students identify and practice compromise and conflict resolution skills.

CV5.2.2 Students share new concepts learned through peer teaching and presenting to a group.

CV5.2.3 Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.

CV5.2.4 Students apply safe, legal, and responsible use of information and technology as appropriate to the task.

Critical Thinking and Problem Solving

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.

CV5.3.1 Students identify and define real-world problems and meaningful questions for investigation.

CV5.3.2 Students plan and manage activities to develop a solution or complete a project.

CV5.3.3 Students collect and analyze data to identify solutions and make informed decisions.

CV5.3.4 Students seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.

Technical Literacy
Students effectively read, evaluate, write, and communicate technical information.

CV5.4.1 Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.

CV5.4.2 Students read and comprehend a variety of sources that provide workplace information, including functional texts.

CV5.4.3 Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. (Adapted from CCSS RI.4.3)

CV5.4.4 Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Adapted from CCSS RI.4.7)

Technical Proficiency and Productivity
Students safely, ethically, and productively use existing and new technologies and systems.

CV5.5.1 Students explain the need for rules within organizational systems.

CV5.5.2 Students examine family, community, monetary, and school systems.

CV5.5.3 Students understand and apply the responsibilities of digital citizenship.

CV5.5.4 Students understand and appropriately use available technology systems.

Grade 5-6/3-5 Health and Safety Standards

Grade Band Note:

The 2012 Health and 2023 Health and Safety Standards were created in grade bands. Below are the standards grade bands that include Grade 5 from each set.. Please note school districts make local decisions on how to break up/repeat these standards across the grade band spans.

Acronyms for Suggested Health Topics:

The following list highlights the possible health topics that can be focused on while teaching the Grade 5-6/ 3-5 Health WYCPS:

ATOD   Alcohol, Tobacco, and Other Drugs
CEH   Community and Environmental Health
FAM   Family Life
G&D   Growth & Development
IPS   Injury Prevention and Safety
ME   Mental and Emotional Health
NUT   Nutrition
PA   Physical Activity
PCD   Prevention and Control of Disease
PH   Personal Health
SP   Suicide Prevention
VPB   Violence Prevention and Bullying

Grade 5-6 Health (2012)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Health Information, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

HE6.1.1 Analyze family, school, or community resources that can be used to enhance health (e.g., compare/contrast what help different people can give). VPB, PCD, ME

HE6.1.2 Analyze family, school, or community resources that can be used to reduce or avoid health risks (e.g., DARE officer help with strategies). VPB, ATOD, G&D

HE6.1.3 Access appropriate information about health and health risks (e.g., where do you find info about growth and development, ATOD, or nutrition). G&D, ATOD, NUT

HE6.1.4 Explain how products can *enhance* personal health (e.g., deodorant, toothpaste, etc.). NUT, PH, ME (Related to self-esteem)

HE6.1.5 Explain how products can *reduce* health risks. PH, PCD, IPS

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and reduce or avoid health risks.

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. ATOD, IPS, ME

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process. IPS, VPB, ATOD

HE6.2.3 Explain the steps of a decision-making process to enhance health or reduce health risk. ATOD, IPS, ME

HE6.2.4 Analyze the potential short-term impact of each alternative on self and others when making a health-related decision (e.g., if I intervene in bullying situation and I get beat up, I may get a black eye, but I may prevent the victim from getting badly hurt). ATOD, IPS, VPB

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors. ME, ATOD, VPB

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community). PA, NUT, CEH

HE6.2.7 Apply a systematic process to examine familiar health-related issues or problems (e.g., identify problem, collect information, analyze data, draw conclusions, make simple recommendations). NUT, PA, VPB

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others). VPB, ATOD, FAM

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask for help to enhance personal health or reduce risks). VPB, ATOD, CEH

HE6.3.3 Analyze refusal strategies for potential effectiveness. VPB, IPS, ATOD

HE6.3.4 Describe barriers to effective communication about health. ME, G&D, PCD

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions). ATOD, IPS, G&D

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health. G&D, IPS, ME

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks. ATOD, IPS, VPB

HE6.4.3 Demonstrate an understanding of behaviors that prevent the spread of disease. PCD, CEH, PH

HE6.4.4 Analyze factors that create stress or motivate successful performance. ME

HE6.4.5 Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, PA

HE6.4.6 Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance (e.g., getting sufficient sleep). PA, NUT, PH

HE6.4.7a Use multiple criteria to set short-term personal health goals (e.g., SMART Goals are Specific, Measurable, Action oriented, Realistic, Timely). PA, NUT, PH

HE6.4.7b Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise). PA, NUT, PH

HE6.4.8 Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. VPB, ME

HE6.4.9 Define various types of bullying and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). VPB, CEH, ME

Grade 3-5 Health and Safety (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

Health Information, Concepts, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH]

5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping). [Suggested Health Topics: ATOD, IPS, NUT, PCD, PH, VPB]

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others). [Suggested Health Topics: VPB, ATOD, FAM]

5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks. [Suggested Health Topics: ATOD, IPS, PH, VPB]

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks. [Suggested Health Topics: NUT, PH, IPS, ME, ATOD, VPB]

5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.). [Suggested Health Topic: ME]

5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk 10,000 steps every day, 8-10 hours of sleep). [Suggested Health Topics: PA, NUT, PH]

5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others. [Suggested Health Topics: VPB, ME]

5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). [Suggested Health Topics: VPB, CEH, ME]

Grade 3-5 Physical Education Standards

Grade Band Note:

The 2014 and 2023 Physical Education Standards were created in grade bands. Below are the Grade 3-5 Standards from each set. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Grade 3-5 Physical Education (2014)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Movement

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.

> **PE5.1.1** Students combine locomotor and body control skills into movement patterns.
> **PE5.1.2** Students demonstrate a combination of body control skills.
> **PE5.1.3** Students apply fundamental manipulative skills in a variety of physical activities.
> **PE5.1.4** Students demonstrate and apply basic tactics and principles of movement.
> **PE5.1.5** Students explain critical elements of locomotor skills.
> **PE5.1.6** Students explain critical elements of body control skills.
> **PE5.1.7** Students explain critical elements of fundamental manipulative skills.
> **PE5.1.8** Students explain basic tactics and principles of movement.

Fitness

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

> **PE5.2.1** Students assess current levels of personal health-related fitness.
> **PE5.2.2** Students define the health benefits of physical activity.
> **PE5.2.3** Students explain the principles, components, and practices of health-related fitness.
> **PE5.2.4** Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
> **PE5.2.5** Students recognize valid characteristics of fitness-related products, technology, and resources.

Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

> **PE5.3.1** Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.
> **PE5.3.2** Students interact and communicate positively with others.
> **PE5.3.3** Students participate in and explain physical activities that promote self-challenge and enjoyment.
> **PE5.3.4** Students participate in physical activities that promote self-expression and social and group interaction.

Grade 3-5 Physical Education (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

> **5.PE.1.1** Combine locomotor and body control skills into movement patterns.
>
> **5.PE.1.3** Demonstrate fundamental manipulative skills in a variety of physical activities.
>
> **5.PE.1.4** Demonstrate and apply foundational tactics and principles of movement.

Fitness

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

> **5.PE.2.2** Describe the health benefits of physical activity.
>
> **5.PE.2.3** Identify the principles, components, and practices of health-related fitness.

Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

> **5.PE.3.1** Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.
>
> **5.PE.3.2** Interact positively and communicate respectfully with others in physical activity settings.
>
> **5.PE.3.3** Participate in physical activities that promote self-challenge.
>
> **5.PE.3.5** Participate in creative movement that promotes self-expression.

Grade K-12/3-12 World Languages & Cultures Standards

Grade Band Note:

The 2013 Foreign/World Language and 2024 World Languages & Cultures Standards were created in grade bands—the 2013 Foreign/World Language standards being grouped into one K-12 grade band and the 2024 World Languages & Cultures being grouped into K-2 and 3-12 grade bands. Below are the standards grade bands that include Grade 5 from each set. Please note school districts make local decisions on how to break up/repeat these standards across the grade band spans.

Grade K-12 Foreign/World Language (2013)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2028-29

Interpretive

All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL1.IL.1 Students will perform at Intermediate Low Level while listening to a culturally authentic **audio** source.

FL1.IL.2 Students will perform at Intermediate Low level while viewing a culturally authentic **audio-visual** source.

FL1.IL.3 Students will perform at Intermediate Low level while reading culturally authentic **printed** material.

Interpersonal

All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL2.IL.1 Students will perform at Intermediate Low level in **spoken** communication (2 way).

FL2.IL.2 Students will perform at Intermediate Low level in **written** communication (2 way).

Presentational

All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL3.IL.1 Students will present at the Intermediate Low level in a **spoken** presentation.

FL3.IL.2 Students will present at the Intermediate Low level in a **written** presentation.

Grade 3-12 World Languages & Cultures (2024)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2028-29

Communication

Communicate effectively in a language other than English in order to function in a variety of situations and for multiple purposes.

> **3-12.WL.1.1** Interpersonal Communication: Students interact in spoken, signed, or written conversations, in a language other than English.
>
> **3-12.WL.1.2** Interpretive Communication: Students understand what is heard, viewed, or read, in a language other than English.
>
> **3-12.WL.1.3** Presentational Communication: Students present information and ideas in spoken, signed, or written form, in a language other than English.

Cultures

Develop and expand cultural competence and insight for effective interaction in social, academic, or career-related contexts.

> **3-12.WL.2.1** Cultures and Comparisons: Students use level-appropriate language to explore the relationships between the creations, behaviors, and viewpoints of the target cultures and compare them with their own.
>
> **3-12.WL.2.2** Interdisciplinary Connections: Students use the diverse perspectives gained from their study of language and culture to connect with other disciplines.

Grade 3-5 Computer Science Standards

Grade Band Note:

The 2020 and 2023 Computer Science Standards were created in grade bands. Below are the Grade 3-5 Standards from each set. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

End-of-Grade-Band Expectation

Throughout grades 3-5, students engage in creative applications of Computer Science concepts and practices introduced in K-2. By the end of fifth grade, students will build upon their previous understanding of algorithms, programming (coding), networks, and the Internet. In addition, students will create, modify, and troubleshoot increasingly complex programs for a variety of purposes. Students will be able to explain cultural, social, and ethical impacts of computing.

By the end of 5th grade, students can:
- Model how information is translated, transmitted, and processed.
- Identify and implement strategies for protecting personal information.
- Justify the format and location for storage.
- Create and modify (remix) programs through an iterative process.
- Develop, test, and refine digital artifacts.
- Work respectfully and responsibly with others in an online environment and discuss the social impact of violating intellectual property rights.

Plugged in:

This symbol designates when a standard may require hardware, software, or both in order to fully address the intent of the standard.

Computer Science (CS) Practices
1. Fostering an Inclusive Computing Culture
2. Collaborating Around Computing
3. Recognizing and Defining Computational Problems
4. Developing and Using Abstractions
5. Creating Computational Artifacts
6. Testing and Refining Computational Artifacts
7. Communicating About Computing

Grade 3-5 Computer Science (2020)
Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Computing Systems
Devices (D), Hardware & Software (HS), and Troubleshooting (T)

5.CS.D.01 Independently, describe how internal and external parts of computing devices function to form a system. [Practice 7.2 Communicating About Computing]

5.CS.HS.01 Model how information is translated, transmitted, and processed in order to flow through hardware and software to accomplish tasks. [Practice 4.4 Developing and Using Abstractions]

5.CS.T.01 Identify hardware and software problems that may occur during everyday use, then develop, apply, and explain strategies for solving these problems. [Practice 6.2 Testing and Refining Computational Artifacts]

Network and the Internet
Network, Communication, & Organization (NCO) and Cybersecurity (C)

5.NI.NCO.01 Model and explain how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the internet, and reassembled at the destination. [Practice 4.4 Developing and Using Abstractions]

5.NI.C.01 Discuss real-world cybersecurity problems and identify and implement appropriate strategies for how personal information can be protected. [Practice 3.1 Recognizing and Defining Computational Problems]

Data Analysis
Storage (S), Collection, Visualization, & Transformation (CVT), and Inference & Models (IM)

5.DA.S.01 Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text). [Practice 4.2 Developing and Using Abstractions]

5.DA.CVT.01 Organize and present collected data to highlight relationships and support a claim. [Practice 7.1 Communicating About Computing]

5.DA.IM.01 Use data to highlight or propose relationships, predict outcomes, or communicate an idea. [Practice 7.1 Communicating About Computing]

Algorithms and Programming
Algorithms (A), Variables (V), Control (C), Modularity (M), and Program Development (PD)

5.AP.A.01 Using grade appropriate content and complexity, compare and refine multiple algorithms for the same task and determine which is the most appropriate. [Practice 3.3 Recognizing and Defining Computational Problems] [Practice 6.3 Testing and Refining Computational Artifacts]

5.AP.V.01 Using grade appropriate content and complexity, create programs that use variables to store and modify data. [Practice 5.2 Creating Computational Artifacts]

5.AP.C.01 Using grade appropriate content and complexity, create programs that include sequences, events, loops, and conditionals, both individually and collaboratively. [Practice 5.2 Creating Computational Artifacts]

5.AP.M.01 Using grade appropriate content and complexity, decompose (break down) problems into smaller, manageable sub-problems to facilitate the program development process. [Practice 3.2 Recognizing and Defining Computational Problems]

5.AP.M.02 Using grade appropriate content and complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. [Practice 5.3 Creating Computational Artifacts]

5.AP.PD.01 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. [Practice 6.2 Testing and Refining Computational Artifacts]

5.AP.PD.02 Using grade appropriate content and complexity, observe intellectual property rights and give appropriate credit when creating or remixing programs. [Practice 5.2 Creating Computational Artifacts] [Practice 7.3 Communicating About Computing]

5.AP.PD.03 Using grade appropriate content and complexity, test and debug (i.e., identify and fix errors) a program or algorithm to ensure it runs as intended. [Practice 6.1 & 6.2 Testing and Refining Computational Artifacts]

5.AP.PD.04 Using grade appropriate content and complexity, describe choices made during program development using code comments, presentations, and demonstrations. [Practice 7.2 Communicating About Computing]

5.AP.PD.05 Using grade appropriate content and complexity, with teacher guidance, perform varying roles when collaborating with peers during the design, implementation, and review stages of program development. [Practice 2.2 Collaborating Around Computing]

Impacts of Computing
Culture (C) and Social Interactions (SI)

5.IC.C.01 Give examples and explain how computing technologies have changed the world and express how those technologies influence and are influenced by cultural practices. [Practice 3.1 Recognizing and Defining Computational Problems]

5.IC.C.02 Develop, test, and refine digital artifacts or devices to improve accessibility and usability for diverse end users. [Practice 1.2 Fostering an Inclusive Computing Culture]

5.IC.SI.01 Seek diverse perspectives for the purpose of improving computational artifacts. [Practice 1.1 Fostering an Inclusive Computing Culture]

5.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. [Practice 2.1 Collaborating Around Computing]

5.IC.SLE.01 Recognize and appropriately use public domain and creative commons media and discuss the social impact of violating intellectual property rights. [Practice 7.3 Communicating About Computing]

Grade 3-5 Computer Science (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

Computing Systems

Devices (D), Hardware & Software (HS), and Troubleshooting (T)

5.CS.HS.01 Model how information is translated, transmitted, and processed in order to follow through hardware and software to accomplish tasks. [Practice 4.4 Developing and Using Abstractions]

Network & The Internet

Network, Communication, & Organization (NCO) and Cybersecurity (C)

5.NI.C.01 Discuss real-world cybersecurity problems and identify and implement appropriate strategies for how personal information can be protected. [Practice 3.1 Recognizing and Defining Computational Problems]

Data Analysis

Storage (S), Collection, Visualization, & Transformation (CVT), and Inference & Models (IM)

5.DA.S.01 Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text). [Practice 4.2 Developing and Using Abstractions]

Algorithms & Programming

Algorithms (A), Variables (V), Control (C), Modularity (M), and Program Development (PD)

5.AP.A.01 Using grade appropriate content and complexity, compare and refine multiple algorithms for the same task and determine which is the most appropriate. [Practice 3.3 Recognizing and Defining Computational Problems] [Practice 6.3 Testing and Refining Computational Artifacts]

5.AP.C.01 Using grade appropriate content and complexity, create programs that include sequences, events, loops, and conditionals, both individually and collaboratively. [Practice 5.2 Creating Computational Artifacts]

Impacts of Computing

Culture (C), Social Interactions (SI), and Safety, Law, and Ethics (SLE)

5.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. [Practice 2.1 Collaborating Around Computing]

Grade 5-8/3-5 Fine & Performing Arts Standards

Grade Band Note:

The 2013 and 2023 Fine & Performing Arts Standards were created in grade bands—the 2013 F&PA grade bands being K-4, 5-8, and 9-11, and the 2023 F&PA grade bands being K-2, 3-5, 6-8, and 9-12. Below are the standards grade bands that include Grade 5 from each set. Please note school districts make local decisions on how to break up/repeat these standards across the grade band spans.

Grade 5-8 Fine & Performing Arts (2013)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Domain Organization:

For this set of Fine & Performing Arts Standards, each discipline—Dance, Music, Theatre and Visual Arts—has its own benchmarks within its own domain so as to express each discipline's crucial content and skills in language congruent with the national standards of the field while also recognizing foundational skills and knowledge with common standards.

Visual Arts

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA8.1.A.1 Students create and revise original art to express ideas, experiences, and stories.

FPA8.1.A.2 Students select and recognize qualities and characteristics of art media, techniques, technologies, and processes to communicate their experiences and ideas through art.

FPA8.1.A.3 Students analyze the use of the elements and principles of design in their artwork.

FPA8.1.A.4 Students collaborate with others in creative artistic processes.

FPA8.1.A.5 Students use art materials and tools in a safe and responsible manner.

FPA8.1.A.6 Students prepare and exhibit their artwork.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA8.2.A.1 Students observe and describe in detail the physical properties of works of art.

FPA8.2.A.2 Students interpret art, identifying subjects, themes, and symbols that communicate their knowledge of context, values, and meaning.

FPA8.2.A.3 Students describe and analyze works of art using the language of artistic elements and principles.

FPA8.2.A.4 Students form and defend their preferences for artists and specific works.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA8.3.A.1 Students know, identify, and compare the characteristics of works of art from various environments, eras, and cultures.

FPA8.3.A.2 Students describe and place a variety of art objects in historical, environmental, and cultural contexts.

FPA8.3.A.3 Students analyze, describe, and relate how factors of culture, time, and environment influence visual characteristics that give meaning and value to a work of art.

Artistic Connections
Students relate the arts to other disciplines, careers, and everyday life.

FPA8.4.A.1 Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

FPA8.4.A.2 Students explore visual arts careers and recreational opportunities and investigate the artistic skills needed for those opportunities.

FPA8.4.A.3 Students recognize the role of visual artists in their culture and investigate how these artists create their work.

FPA8.4.A.4 Students demonstrate appropriate behavior in a variety of art settings.

Dance

Creative Expression Through Production
Students create, perform, exhibit, or participate in the arts.

FPA8.1.D.1 Students demonstrate and explain isolated and coordinated dance movements with body awareness and intent.

FPA8.1.D.2 Students perform movements with an understanding of alignment, balance, initiation of movement, range of motion, weight shift, elevation and landing, fall and recovery.

FPA8.1.D.3 Students apply and analyze the elements of dance in their own and others' performance.

FPA8.1.D.4 Students understand and perform musical phrasing.

FPA8.1.D.5 Students perform multiple movement phrases to demonstrate different choreographic structures and forms. Students explain the choreographic structures they performed.

FPA8.1.D.6 Explore and discuss ways of using technologies with dance.

FPA8.1.D.7 Students use improvisation and revision to choreograph to communicate images, ideas, intent, situations, or feelings.

Aesthetic Perception
Students respond to, analyze, and make informed judgments about the arts.

FPA8.2.D.1 Students explain how different kinds of movement impact meaning and interpretation of artistic choices.

FPA8.2.D.2 Students observe or perform dance and discuss the main ideas of the dance, articulating emotional and kinesthetic responses in relation to personal context.

FPA8.2.D.3 Students use dance terminology to analyze how technical, organizational, and dance elements contribute to the ideas, aesthetic quality, and impact of the performance.

FPA8.2.D.4 Students discuss how production elements contribute to the ideas and impact of the performance.

Historical and Cultural Context
Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA8.3.D.1 Students explain how values and beliefs are reflected in dance in their community and in different cultures.

FPA8.3.D.2 Students investigate historical events and periods and their influence on dance.

FPA8.3.D.3 Students compare and contrast choreography from a variety of styles of dance.

FPA8.3.D.4 Students recognize the role of dancers in their community and investigate how these artists create their work.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA8.4.D.1 Students cite examples of concepts common between dance and other disciplines.

FPA8.4.D.2 Students understand the relationships between various careers in and related to dance.

FPA8.4.D.3 Students identify personal goals to improve themselves as dancers and the steps they are taking to reach those goals.

FPA8.4.D.4 Students are attentive and respond appropriately to vocal, musical, social, or observed cues.

FPA8.4.D.5 Students understand the economics of dance, including the role of advocacy and philanthropy.

Music

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA8.1.M.1 Students demonstrate musicianship through individual practice, rehearsal, and revision.

FPA8.1.M.2 Students perform independently and with others a varied repertoire of music, demonstrating correct posture, playing position, breath control, dynamics, intonation, range, and tone quality.

FPA8.1.M.3 Students improvise rhythms, melodies, and accompaniments within a consistent style, meter, and tonality.

FPA8.1.M.4 Students compose and arrange music within specified guidelines.

FPA8.1.M.5 Students develop musical literacy through reading, sight reading, and notating music.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA8.2.M.1 Students apply appropriate terminology in the analysis of compositional devices and techniques used in a musical work.

FPA8.2.M.2 Students respond to aural examples by describing musical elements of a varied repertoire of music.

FPA8.2.M.3 Students discuss criteria and evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations.

FPA8.2.M.4 Students form and defend their preferences for musicians, musical works, and genres.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA8.3.M.1 Students describe distinguishing characteristics of musical genres or styles from various historical periods and cultures.

FPA8.3.M.2 Students listen to a varied repertoire of music and explain the characteristics that cause a work to be considered historically or culturally significant.

FPA8.3.M.3 Students compare the purposes of music, roles of musicians, and environments in which music is typically performed in a variety of world cultures.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA8.4.M.1 Students demonstrate safe, responsible, and appropriate behavior in a variety of musical settings.

FPA8.4.M.2 Students describe ways in which other disciplines are interrelated with music.

FPA8.4.M.3 Students develop an awareness of careers, cultural, and recreational opportunities in music.

FPA8.4.M.4 Students discuss the economics of music, including the role of advocacy.

Theatre

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA8.1.T.1 Students perform in a theatrical setting.

FPA8.1.T.2 Students create for a theatrical setting using technical theatre skills.

FPA8.1.T.3 Students improve theatrical skills and self-discipline through rehearsal, practice, and memorization.

FPA8.1.T.4 Students apply collaborative skills in the creative dramatic process.

FPA8.1.T.5 Students explore character and theme within a dramatic piece.

FPA8.1.T.6 Students understand the role of a script in a production.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA8.2.T.1 Students view and analyze a live performance including articulating emotional responses to the performance.

FPA8.2.T.2 Students observe and analyze how technical, organizational, and theatrical elements contribute to the ideas, aesthetic quality, and impact of the theatrical form.

FPA8.2.T.3 Students interpret dramatic works, identifying subjects, themes, artistic choices, and symbols that communicate their knowledge of context, values, and meaning through use of theatrical terminology.

FPA8.2.T.4 Students explain personal preferences for dramatic works and styles through the influence of personal experiences.

FPA8.2.T.5 Students read and analyze a script.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA8.3.T.1 Students investigate dramatic works as belonging to various cultures, times, and places.

FPA8.3.T.2 Students explain how history, culture, and theatre influence each other.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA8.4.T.1 Students demonstrate appropriate etiquette in a variety of theatrical settings.

FPA8.4.T.2 Students demonstrate and practice safe and responsible behavior in theatrical spaces.

FPA8.4.T.3 Students describe ways in which the principles and subject matter of theatre are interrelated with other disciplines.

FPA8.4.T.4 Students explore careers and recreational opportunities utilizing theatrical skills.

FPA8.4.T.5 Students recognize the role of theatre artists in their culture and investigate how these artists create their work.

FPA8.4.T.6 Students understand the economics of the theatre, including the role of advocacy and philanthropy.

Grade 3-5 Fine & Performing Arts (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

C2. Create 2

5.FPA.C2 Organize and develop artistic ideas and work.

P2. Present 2

5.FPA.P2 Develop and refine artistic techniques and work for presentation.

R2. Respond 2

5.FPA.R2 Interpret intent and meaning in artistic work.

CO1. Connect 1

5.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

CO2. Connect 2

5.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.