

## Social Studies

Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, 5th graders participate in a more discipline-centered approach concentrating on the early history of the United States. In each of the following areas, students will:

### Beginnings to 1620

- Describe the life of peoples living in North America before European exploration.
- Identify the causes and consequences of European exploration and colonization.
- Describe the lives of peoples living in western Africa prior to the 16th century.
- Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.

### European Struggle for Control of North America

- Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
- Analyze the development of the slave system in the Americas and its impact upon the lives of Africans.
- Distinguish among and explain the reasons for regional differences in colonial America.

### Causes of the American Revolution

- Identify the major political, economic, and ideological reasons for the American Revolution.
- Explain the multi-faceted nature of the American Revolution and its consequences.
- Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

### Public Discourse/Decision Making/Citizen Involvement

- Identify contemporary public policy issues facing citizens in the United States.
- Use graphic data and other sources to analyze information about a contemporary public policy issue in the United States and compose a short essay justifying the position with a reasoned argument.
- Participate in projects to help or inform others.

## Effort/Work Habits, Social and Physical Development

Students are expected to:

- Produce quality work.
- Write legibly in cursive.
- Work independently.
- Work cooperatively in a group setting.
- Demonstrate organizational skills.
- Use time effectively.
- Contribute productively to the classroom.
- Follow instructional directions.
- Complete assignments on time at school.
- Complete homework assignments on time.
- Follow rules.
- Resolve conflicts constructively.
- Respect others' rights, viewpoints, and feelings.
- Respect the property of individuals and school.
- Relate cooperatively with adults.
- Assume responsibility for own actions.
- Recover from situational setbacks.

## Elementary Level Standards for Music, Art and Physical Education

### Music Standards

Students will:

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships between the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.

### Art Standards

- **Performing:** All students will apply skills and knowledge to perform in the arts.
- **Creating:** All students will apply skills and knowledge to create in the arts.
- **Analyzing in Context:** All students will analyze, describe and evaluate works of art.
- **Arts in Context:** All students will understand, analyze and describe the arts in their historical, social and cultural contexts.
- **Connecting to other Arts, other Disciplines and Life:** All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

### Physical Education

Students will:

- Develop a positive self-image.
- Be able to function as responsible citizens.
- Develop skills in critical thinking and decision making.
- Develop physical skills.
- Develop personal fitness.
- Develop knowledge and understanding of basic mechanical principles.
- Develop knowledge and understanding of factors that may inhibit, enhance or modify participation.
- Develop good safety habits.
- Develop an understanding of the rules, concepts and strategies of games and contests.
- Be able to perform movement patterns.
- Develop interest and skill toward lifetime and leisure activities.

## Suggestions For Parents - Grade 5

- Establish daily and weekly routines that prepare child for the school day, allots a scheduled time for homework, chores, activities/lessons, TV viewing, free time, etc. and keeps him/her organized. Expect child to complete the routine without your assistance and to be responsible for their assignments.
- Check planner daily and review homework and returned assignments.
- Establish a quiet reading or working space for your child to use regularly.
- Encourage your child to read independently - provide him/her with their own books or magazines that are at an appropriate reading level.
- Show your child that you are also a reader - share a common reading time.
- Have your child keep/continue a notebook to make a list and write about wonderings, memories and mind pictures.
- Ask your child to explain to you how he/she knows or got the answer.
- Practice addition, subtraction, multiplication and division facts throughout the day (while driving, at breakfast, while going for a walk).
- Talk about how you use mathematics in your job and throughout your day.
- Estimate amounts while shopping: Do we have enough money? How many of these could we buy?
- Place a map or globe somewhere in your home. While talking about various locations discussed in books/newspapers, with the family, on TV, etc., point out their location.
- Notice and discuss events happening in and around the state, nation and world.
- Give informational sources as gifts - books, dictionaries, academic software, etc.
- Make resources such as a dictionary, thesaurus, encyclopedias, etc. available at home.
- Become involved in the school (PTA/PTO, classroom volunteer, media center volunteer, etc.).

## Assessments

Assessments are used as tools to monitor student progress and assist the teachers in knowing where to focus their instruction. They may or may not result in a formal grade. Types of assessments include:

- Observations
- Demonstrations
- Conferences
- Checklists
- District Assessments
- MLPP - Michigan Literacy Progress Profile

## Parent-Teacher Communication

Parent/school partnerships are essential to a child's education. We encourage parents to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals (note: report cards are viewable on Synergy)

<b>November:</b>	<b>End of Trimester 1</b> Report Card Conference with Teacher
<b>March:</b>	<b>End of Trimester 2</b> Report Card Optional Conference with Teacher
<b>June:</b>	<b>End of Trimester 3</b> Report Card



ROCHESTER  
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

# 5<sup>TH</sup> GRADE

# Curriculum Expectations



The Rochester Community Schools Elementary Curriculum Department offers a curriculum that is steeped in rigor and challenge yet incorporates developmentally appropriate practices. The elementary curriculum provides rich experiences for students in all academic content areas as well as art, physical education, music, media, technology, and world language. The curriculum is reviewed frequently for alignment with state of Michigan standards.

The purpose of the elementary curriculum is to provide a strong foundation for future learning and success in which all students acquire high levels of literacy, problem-solving skills, collaborative abilities, and knowledge. The focus on the “whole” child is emphasized in the elementary years by building resiliency in the areas of social and emotional well-being. The information contained in this brochure provides an overview of the expectations for language arts, math, science, social studies, physical education/health, art, music, and world language for specific grade levels.

We invite you to visit your school, confer with teachers/administrators and engage in a dialogue about your child’s learning. A close working relationship between the home and the school helps each child have a meaningful and productive educational experience. It is also a key component in making Rochester Community Schools an exceptional learning environment. We welcome your input and hope this brochure will help you become an informed participant in your child’s education. It is our goal for all of our students to achieve “Pride in Excellence”!

Sincerely,

Michael H. Behrmann  
Executive Director of Elementary Education

#### Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307, 248-726-3106.

## Literacy Model

Elementary teachers in Rochester Community Schools deliver literacy instruction using a balanced literacy approach which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

### Read Aloud

The teacher reads aloud to the whole class using a carefully selected text which may be fiction or nonfiction. Some read aloud sessions include student responses with partners turning to talk to each other about the text to aid in comprehension, and other sessions are for enjoyment and vocabulary development.

### Shared Reading

A text is read together as a class. Texts are chosen based on literary value or a skill or strategy the teacher wants to target. It is often a text that would be too difficult for some students to read if they were asked to read it alone. Students read the text multiple times and are engaged in discussion about the text, skill or strategy. After practice, the teacher may ask the students to demonstrate their learning by completing a task related to the text.

### Reading Workshop

A variety of literacy activities may occur during reading workshop. The teacher begins with a whole class mini-lesson focusing on a skill or strategy that will benefit all students. Next, the teacher may meet with guided reading groups or have conferences with individual students about their reading. During this time, students self-select and read books that are at their **independent** reading levels where they can read almost all the words accurately and fluently. Comprehension of the text is of the utmost importance.

### Guided Reading

The teacher works with small groups of students who have similar reading needs. Books or articles that are at the students’ **instructional** level are used, and the teacher makes teaching points and supports the students as they read the text silently or aloud. The text may be above, below or at what is considered grade level. Students are able to learn and practice new skills or strategies that will help them grow as readers.

### Writing Workshop

Using a format similar to reading workshop, students engage in a variety of writing activities. The teacher guides the process and provides instruction through mini-lessons and conferences. Students use notebooks to collect ideas and practice strategies as they work their way through the prewriting, drafting, revising, editing and publishing process. An important aspect of the workshop involves students sharing their writing with others and getting feedback.

### Shared Writing

The teacher and students work together. At times, a “shared pen” technique is used that involves the children in the writing. It is an instructional approach with a focused outcome. In grades K-2 the outcome may be as simple as composing sentences, messages, or stories. In grades 3-5 the outcome might include writing dialogue, outlines or using previously-gathered information to generate a research paper.

### Spelling, Phonics and Grammar

Instruction in these areas is woven throughout all the elements of the Literacy Model. Teachers help students notice and use letters, sounds, and spelling patterns. Each grade level has a list of priority words that all students are expected to spell correctly in their everyday writing. Grammar is taught within the context of authentic writing experiences.

## English Language Arts

By the end of 5th grade, students are expected to at least be at the Proficient level of development. At the Proficient level, students will be able to:

### Reading

- Use a variety of strategies to construct meaning, self monitor, and identify unknown words.
- Recognize grade level words in text or in isolation.
- Determine the meaning of words and phrases in context using strategies and resources.
- Read, retell and summarize a variety of grade level narrative and informational grade level texts.
- Identify the form and purpose of narrative genres such as historical fiction, tall tales, science fiction, fantasy, and mystery.
- Explain how authors use literary devices such as exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, villains and narrators.
- Explain how authors use time lines, graphs, charts, diagrams, table of contents, introductions, summaries and conclusions to enhance understanding.
- Identify forms, features and purpose of informational text such as advertising, experiments, editorials, and atlases.
- Confirm or revise inferences based on further reading.
- Make meaningful predictions and synthesize information.
- Reads a variety of literary forms such as short stories, biographies, and poems from a variety of time periods and cultures for enjoyment and information.

### Writing

- Write organized narratives with relevant details.
- Write organized informational pieces with supporting details.
- Write organized opinion pieces using supporting evidence.
- Write constructed responses across subject areas.
- Use conventions to edit (grammar, mechanics, spelling).
- Consistently apply spelling patterns.
- Plan, evaluate, and revise writing.
- Use technology to produce and publish writing with support

### Speaking, Listening and Viewing

- Listen, interact and contribute in discussions by expressing more complex ideas.
- Know that spoken language differs from early American history to current day America.
- Respond to multiple text types by discussing, illustrating, and/or writing to reflect, clarify meaning, make connections and inferences, take a position, and show deep understanding.
- Ask focused questions and respond to questions by providing elaborate details.
- Listen and view critically for the purpose of gaining knowledge.

## World Languages

Students will:

- Receive instruction in world languages that exposes them to cultural aspects.
- Acquire beginning conversational, reading, and writing skills.

## Science

Students will:

### Process Skills

- Use the process skills of observing, questioning, and measuring.
- Communicate findings of observations.
- Demonstrate scientific concepts through illustrations, performances, models, exhibits and activities.

### Organization of Living Things

- Identify the purpose of animal systems and explain how they work together.
- Classify organisms based on their source of energy.

### Ecosystems

- List examples of populations, communities, and ecosystems and describe relationships between groups.
- Identify the living and nonliving components and factors that influence changes in populations size.
- Describe how human activity and alter the balance of ecosystems.

### Evolution

- Explain how behavioral characteristics of animals help them to survive in their environment.
- Describe the physical characteristics of organisms that help them survive in their environment.

## Science (continued)

### Earth and Space Systems

- Identify the four major systems of the Earth.
- Determine how the Earth’s systems interact in many ways to affect Earth’s surface materials and processes.
- Identify the forms of water found in Earth.
- Determine the effects of human activities on Earth’s resources and environments.
- Develop and use models to explain the effect of Earth’s tilt, rotation on its axis, and revolution around the sun on the length of day, seasons, and day/night.

### Structure and Properties of Matter

- Determine that all matter is made up of particles that are too small to be seen.
- Discover that particles can be rearranged to create new substances.
- Determine that some properties can be used to help identify matter.
- Determine the cause-and-effect relationship between temperature and phase change.

## Mathematics

The Mathematical Strands are the end of year goals for 5th grade children. Although it is understood that children develop at different rates, the goal is that students will be able to demonstrate competency in these areas:

### Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Use parentheses, brackets, or basics.
- Analyze patterns and relationships.
- Generate and compare 2 numerical patterns.
- Use coordinate pairs to construct line graphs.

### Number and Operations in Base Ten

- Understand whole number and decimal place value system and powers of 10 as it relates to place value (including expanded form, standard and exponential notation).
- Explain patterns when multiplying and dividing numbers by powers of 10.
- Read, write, and compare decimals to thousandths.
- Use place value to round decimals.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find quotients of whole numbers with up to four-digit dividends and two-digit divisors.
- Add, subtract, multiply, and divide decimals to hundredths.

### Number and Operations – Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Add and subtract fractions and mixed numbers with unlike denominators.
- Solve word problems involving addition and subtraction of fractions.
- Apply and extend previous understanding of multiplication and division to multiply and divide fractions.
- Interpret fractions as division.
- Multiply a fraction by a whole number.
- Multiply a fraction by a fraction.
- Explain the relationship between the factor and a product.
- Solve real world problems using fractions and mixed numbers.
- Interpret division of a unit fraction by a whole number.
- Interpret division of a whole number by a unit fraction.

### Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data, including fractions, using a line plot.
- Geometric measurement: understand concepts of volume and retake volume to multiplication and to addition.
- Understand concepts of volume measurement.
- Use the appropriate units for measurement of volume.
- Find volume of geometric solids using multiplication and addition.
- Use formulas to find volume of a solid.
- Graph points on a coordinate plane to solve real-world and mathematical problems.
- Plot ordered pairs.
- Understand attributes of two-dimensional figures and classify two-dimensional figures into categories based on their properties.