

OSSEO AREA SCHOOLS

ISD  279



2023-24

5TH GRADE FAMILY CURRICULUM GUIDE

This curriculum guide gives families information about what students are expected to learn in fifth grade.

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HOW TO USE THIS GUIDE:

This curriculum guide gives families information about what students are expected to learn in fifth grade.

- The first section lists important Life Skills, skill level expectations for fifth graders and tips about how families can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The bold statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what families can do at home to support their students’ learning.

Thank you for being an active partner
in your child’s learning!



LIFE AND WORK SKILLS

Problem Solver

- solves problems creatively
- identifies problems and determine multiple solutions
- decides and act on the best solutions
- reflects and revises actions when challenges occur

Resourceful

- uses a variety of resources to help me learn
- evaluates and selects the best resources
- collaborates productively
- is curious and inquisitive

Responsible

- prepares for and engages in learning

- resists negative influences
- accepts the consequences of his or her behavior
- leads, follows and gives back to others

Self-Directed

- persists and thinks “I can” rather than “I can’t”
- sets goals and works to achieve them
- works independently and asks for help when needed
- reflects on his or her work and makes improvements

Skilled Communicator

- communicates ideas clearly through speaking, writing and visual images
- asks questions and exchanges ideas with others
- listens actively to understand meaning, values, attitudes and intentions
- recognizes the importance of diverse perspectives

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask your child to think of alternate ways to solve a problem
- talk to your child about recycling to conserve resources
- help your child understand the importance of saying ‘no’ to the negative influences
- have your child try something on his or her own first, before assisting
- encourage positive self-talk that enables your child to confidently make decisions
- encourage your child to share ideas verbally, visually, and through writing



SOCIAL EMOTIONAL LEARNING

Your child is engaging in social and emotional learning from Harmony SEL. The Harmony program is designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Over the course of the five units listed below, students will embrace their abilities to learn, collaborate, and spend time together.

Being My Best Self: Unit 1 explores understanding how everyone has connected emotions, thoughts, and actions; strategies to use more helpful self-talk and to take a growth mindset; and how these skills promote positive group dynamics. Students learn about:

- recognizing their own and others' emotions
- how situations influence their thoughts and emotions
- how emotions, thoughts, and actions work together
- emotional regulation and supporting strategies
- using a growth mindset and flexible thinking

Valuing Each Other: Unit 2 explores recognizing and appreciating each other's emotions, perspectives, and contributions, and identifies strategies so everyone feels welcome and included. Students learn about:

- their own and others' diversity and contributions
- their own and others' perspectives to ensure everyone feels included
- breaking stereotypes and creating welcoming environments
- empathy and caring for others' feelings
- supporting and encouraging others in unfair situations.

Communicating with Each Other: Unit 3 explores a range of interpersonal communication skills including listening and speaking in ways that support others and build harmonious communities. Students learn about:

- watching and listening attentively to understand and respond
- conversation skills
- communicating in different settings
- when and how to speak up
- communicating for collaboration

Learning from Each Other: Unit 4 explores interpersonal problem solving involving a four-step process. Students learn that solving problems is a natural and beneficial part of harmonious groups when they stop to cool off, talk about their problems, think about solutions, and try one. Students learn about:

- perspective taking to understand the problem
- identifying problems and sharing thoughts and feelings constructively
- working together to constructively problem solve
- thinking about different solutions and using compromise
- taking responsibility and making amends

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL EMOTIONAL LEARNING?

To learn more about Harmony and explore the curriculum on your own please visit the online learning portal at online.harmonysel.org.

- Explore Home-School Connections from Harmony SEL
 - Grade 5 Home Activities



MATHEMATICS

Numbers and Operations

Understands and uses numbers to solve problems

- solves multi-digit problems using addition, subtraction, multiplication and division
- solves problems using addition and subtraction of fractions, mixed numbers, and decimals

Algebra

Uses algebra strategies to solve problems

- uses patterns, tables, and rules to recognize and show patterns of change
- uses the properties of arithmetic to write and solve problems with numbers
- interprets and writes equations and inequalities with variables and numbers to solve problems

Geometry

Uses geometry skills to solve problems

- describes, classifies and draws representations of three-dimensional figures
- calculates area, volume and surface area

Measurement & Data

Uses measurement and data skills to solve problems

- calculates the mean, median and range of a set of data
- calculates and analyzes graphs

WHAT CAN YOU DO AT HOME TO SUPPORT MATHEMATICS?

- explore family resources at The Math Learning Center
 - mathlearningcenter.org
- ask your child explain his or her thought process while working through math homework at home
- have your child practice estimating how much money you would save when a discount is applied
- have your child find the likelihood of rolling a specific number on a die or drawing a card from a deck
- help your child practice multiplication and division facts
- have your child help with making modifications to a recipe
- have your child practice finding the perimeter (distance around), area (length times width), and volume (length times width times height) in household items
- have your child identify patterns in advertisements and store displays
- find everyday graphs and tables and have your child explain what the graph represents and the different parts of the graph
- help your child practice finding the difference in the weather from day to day
- point to various objects and have your child describe the number of edges, faces, and vertices in 3- dimensional figures including cubes, prisms, and pyramids

READING

Reads grade level materials independently

- reads a variety of grade level materials, both fiction and non-fiction
- accurately reads grade level materials with expression and appropriate pacing

Comprehension/literature

Uses comprehension strategies to understand fiction materials

- determines the theme in literature
- uses specific details in the reading to compare and contrast two or more characters, settings, or events
- explains how chapters, scenes, or stanzas fit together to provide the overall structure of a reading
- explains how a narrator's or speaker's point of view influences how events are described

Uses comprehension strategies to understand non-fiction materials

- quotes accurately from a reading when explaining what a passage explicitly states and when drawing inferences
- determines two or more main ideas of a reading and explains how they are supported by key details
- summarizes the reading
- integrates information from several readings on the same topic in order to write or speak about the subject knowledgeably
- compares and contrasts text structure in two or more readings
- explains how an author uses reasons and evidence to support points in a reading and identifies which reasons support which point(s)

Vocabulary/Word Analysis

Uses vocabulary strategies to make sense of readings

- uses context to confirm or self-correct words, rereading when necessary
- uses Greek and Latin affixes and roots as clues to the meaning of a word
- demonstrates understanding of figurative language and word relationships
- recognizes and explains the meaning of common phrases
- understands and uses synonyms, antonyms and homographs

Uses word analysis skills to read and write new words

- uses letter sounds, syllables and morphology (roots-affixes) to read unfamiliar words in and out of context

WHAT CAN YOU DO AT HOME TO SUPPORT READING?

- explore resources by visiting Benchmark Universe
 - you can access this at [clever.com](https://www.clever.com) using your Osseo student login
- visit the local library and the website: www.hclib.org
- explore books in other languages
- share your appreciation for reading in everyday tasks (instructions, directions, movie reviews, etc.)
- have your child build a daily reading routine
- have a space for your child to keep his or her books and read aloud each day (to you, a sibling, a pet, etc.)
- discuss new words and how to figure out their meaning
- after reading a book, talk about the characters' personality and relate them to your family life
- have your child create a digital book review



COMMUNICATION

Writing

Writes effectively for a variety of purposes

- uses the writing process (pre-write, draft, revise, edit, publish)
- writes opinion pieces with advanced organization and well-supported arguments
- writes well-developed & detailed informative materials, presented in a format that helps the reader understand them
- writes narratives and other creative materials using descriptive details, clear event sequences, and techniques such as dialogue, description, and pacing to develop experiences or show the responses of characters to situations

Uses punctuation, grammar, and spelling correctly when writing

- uses commas correctly in sentences
- uses punctuation correctly
- uses reference materials, as needed, to check spelling

Speaking, viewing, listening, media, and technology

Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- participates in collaborative conversations with a variety of partners about grade level topics and materials
- distinguishes among, understands, and uses different types of print, digital, and multimedia formats
- communicates using a variety of formats (spoken, written, digital, multimedia)
- uses various technology tools to communicate learning

HEALTH

Understands and demonstrates health skills and concepts to make healthy choices

- understands basics of healthy living
- uses reliable information to make healthy life choices
- identify different types of families
- explain how families share values, respect and support each other
- recognize the importance of self-control and expressing feelings
- knows the difference between communicable, non-communicable, chronic, and acute diseases

Understands the reproductive system and changes to the human body: Family Letter

- recognize the importance of self-control and expressing feelings
- define puberty and use correct terms to describe the physical changes that take place

WHAT CAN YOU DO AT HOME TO SUPPORT COMMUNICATION?

- have your child keep a journal to record events that happen, give feedback to help him or her improve descriptive word choices
- have your child write a letter to a cousin or family member
- look at photos of family activities with your child and discuss memories
- have your child practice writing an email with appropriate capitalization, spelling, punctuation, etc.
- have your child practice keyboard skills



WHAT CAN YOU DO AT HOME TO SUPPORT HEALTH?

- practice planning/making a balanced meal
- encourage daily exercise/activities
- discuss the importance of taking care of your body and proper personal hygiene with your child
- talk with your child about his or her developmental and body changes

SCIENCE

Understands and demonstrates science skills and concepts

Patterns of Earth and Sky

- support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth
- 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
- support an argument that the gravitational force exerted by Earth on objects is directed down

Modeling Matter

- develop a model to describe that matter is made of particles too small to be seen
- measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved
- make observations and measurements to identify materials based on their properties

Earth System

- develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact
- describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment

- develop a model to describe that matter is made of particles too small to be seen
- measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved
- conduct an investigation to determine whether the mixing of two or more substances results in new substances
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- 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

Waves, Energy, and Information

- support an argument that plants get the materials they need for growth chiefly from air and water
- develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- develop a model to describe that matter is made of particles too small to be seen
- 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
- obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment

WHAT CAN YOU DO AT HOME TO SUPPORT SCIENCE?

- visit [Amplify Home Investigations](#) for ideas
- make observations of the sky during daytime and nighttime
- observe and record patterns of movement of the moon, the sun and other stars
- experiment mixing foods and noting their transformation/change
- discuss human's relationship with Earth's limited freshwater resources
- apply their growing knowledge of the water cycle (different phase changes)
- talk about ways humans have harmed ecosystems and how humans can improve the health of an ecosystem

SOCIAL STUDIES

Understands and demonstrates social studies skills and concepts focusing on the history of North America (up to 1800) with a strong emphasis on citizenship and government

Citizenship and Government

- describes the functions of the three branches of government
- understands and applies decision-making processes to make choices

Economics

- understands the various uses of income and discusses the advantages and disadvantages of each
- identify goals and make revisions as needed

Geography

- explains how geographic factors affected land use in the colonies/U.S.
- creates and uses various maps, including spatial information

History

- interprets the connections between historical events
- explains a historical perspective from multiple points of view

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL STUDIES?

- plan a field trip to the Mill City Museum and/or Fort Snelling
- ask your child to have discussions with family members or friends about why they immigrated to the United States
- talk about the pros and cons of various decisions with your child
- use different types of regional maps to discuss how the environment affected the population
- have your child research who the elected leaders are in the state of Minnesota (Governor, Senator, House of Representative, and other delegates)



ART

Understands and demonstrates art skills and concepts

- creates, revises, reflects on, and displays original two and three dimensional artwork
- describes how color, line, shape, space, and texture are used to create artwork
- compares and contrasts the social, cultural, and historical contexts of artwork

WHAT CAN YOU DO AT HOME TO SUPPORT ART?

- take a field trip to a local art museum and discuss the various art elements
- encourage art experiences at home so your child can experience using various art tools



PHYSICAL EDUCATION

Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking and fitness
 - demonstrates different body control skills through jumping rope and rhythms
 - demonstrates a variety of skills specific to certain sports
 - » soccer, lacrosse, volleyball, softball, tennis
- demonstrates safe behaviors while engaged in physical activities

Demonstrates understanding of cognitive concepts

- understands Newton's Second Law and Newton's Third Law (action/reaction)
- identifies safe behaviors in physical activities

- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activities

Achieves a healthy level of physical fitness

- demonstrates a variety of fitness skills including push ups, curl ups, sit and reach, and cardio-respiratory endurance (continuous movement, pacer, mile run)
- understands the 4 components of fitness and how to improve each one

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask questions about what your child learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for school and home
- try new fruits and vegetables
- try new physical activities

MUSIC

Demonstrates knowledge of the foundations of music

- understands music notation including pitch, rhythm, terms, and symbols

Demonstrates use of music skills

- sings with accurate pitch
 - consistently participates in singing
 - demonstrates proper posture, breathing, technique, age-appropriate tone quality, and expressive intent
 - sings songs from various cultures
 - reflects on performance
- performs accompaniment to a song and reflects on performance
- sings or plays 3-pitch melodies from staff notation
- reads and performs rhythm patterns including quarter note/rest, eighth notes, half note/rest, whole note/rest, dotted half note, tie, syncopation, 4 sixteenth notes using time signatures, claps rhythm patterns or plays rhythms on non-pitched percussion instruments
- writes a musical composition including revisions based on feedback and reflects on the creative process

WHAT CAN YOU DO AT HOME TO SUPPORT MUSIC LEARNING?

- listen to music from a variety of cultures and genres including pop, classical and folk
- talk about the lyrics of the music
- encourage opportunities for singing or playing instruments in school or the community
- arrange for daily practice at home if your child is in band or orchestra
- attend performances of family and friends, concerts in the community, and concerts by the Minnesota Orchestra
- talk about the unique ways to use music to express yourself





If you have any questions about this curriculum guide, contact your child's teacher.

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ISD  279

11200 93rd Avenue North | Maple Grove, MN 55369

763.391.7000

www.district279.org