

Grade 5

HOLBROOK
SCHOOL



Our Mission: RSU 63 is a community of learners dedicated to providing a safe, supportive and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

*** NOTE: This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. ***

Grade Level Expectations



“Grade 5 is a transitional year for students entering Holbrook Middle School. Students get their first experience with changing classes for the different content areas within the team teaching model. They receive letter grades and use textbooks. Features of informational text, and effective methods of note taking are focused on in Grade 5.”

Core Values

Respect

Compassion

Honesty

Courage

Responsibility

Kindness

Homework & Support From Home

Homework is generally assigned Monday through Thursday and gives students extra practice with topics they are learning in school. Teachers post grades periodically. Parents can access grades as well as missing assignments by logging on to Infinite Campus, a tool we use for all our students.

Please help your child make homework a priority by helping them:

- Create a quiet place with basic school supplies
- Schedule homework early in the evening
- Practice math facts daily and read daily!

Language Arts

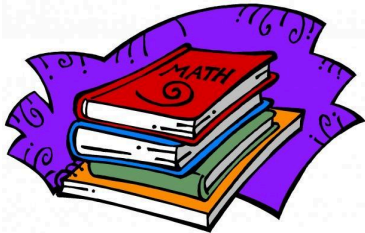


“Grade 5 students will be learning reading and writing using ‘Into Reading’. The goal of all reading instruction is to help students become competent readers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning and use literacy for lifelong learning, empowerment, and enjoyment. Grade 5 writing instruction supports students through the process of writing narrative, informational and opinion pieces. Students increase the effectiveness of their written communication for specific audiences”

Students in Grade 5 will:

- Read a wide range of texts such as novels, articles, textbooks and poetry, connecting students with books in their independent range, as measured by benchmark reading assessments. (R.5.12.a-c)
- Accurately summarize details and explain what the text means using inferences. (L.5.4a,b R.5.4)
- Interpret words and phrases of various texts with figurative language, such as similes, alliteration, personification and metaphors. (L.5.4, L.5.5)
- Use strategies to determine the meaning of words related to specific topics in a variety of subjects (L.5.5, R.5.7.a)
- Analyze the structure of 2 or more texts to compare and contrast events, ideas and concepts. (L.5.3, R.5.9.b)
- Develop writing stamina through writing daily across multiple content areas (W.5.3)
- Gather information from a variety of sources and recall details from personal experiences to answer questions. (SL.5.1.e, W.5.1.a-d)
- Collaborate with teachers as well as classmates to write narrative and opinion drafts using the writing process: planning, composing, revising, editing, rewriting and reflecting. (SL.5.1.a,c W.5.2.a,b)
- Use technology to effectively organize and produce clear complex writing pieces with a final result having correct punctuation and spelling. (L.5.1, L.5.2, W.5.3)

Math

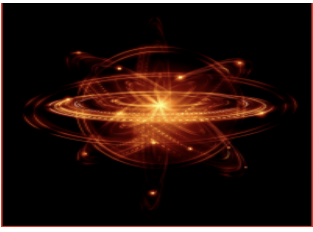


“Grade 5 students will be learning math concepts using ‘iReady’ as the main resource. All lessons engage and reinforce students’ mathematical thinking with a variety of rich practice opportunities that reflect the rigor of the standards. The practice in both programs solidifies students’ conceptual understanding, allows them to develop fluency and provides opportunities to apply their learning to novel situations.”

Students in Grade 5 will...

- Know all basic facts, automatically, for addition, subtraction, multiplication and division through the 12’s. (5.NBT.B.5)
- Understand and use decimals to 100ths in addition, subtraction and multiplication using standard procedures. (5.NBT.B.7)
- Use standard procedures for division of whole numbers up to 4-digit dividends and 2-digit dividers. (5.NBT.B.5)
- Add and subtract fractions and mixed numbers with unlike denominators by finding the common denominator. (5.NF.A.1)
- Understand volume using models and formulas. (5.MD.C.3-5)

Science



“Students at the grade 5 level will be expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of core ideas”

Students in Grade 5 will...

Structure and Properties of Matter:

- Develop a model to describe that matter is made of particles too small to be seen, provide evidence that regardless of the type of change the total weight of matter is conserved. (5-PS1-1, 5-PS1-2)
- Make observations and measurements to identify materials based on their properties and conduct an investigation to determine whether the mixing of two substances creates a new substance. (5-PS1-3, 5-PS1-4)

Earth’s Systems:

- Develop a model, using an example, to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact (5-ESS2-1)
- Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of the water on Earth. (5-ESS2-2)
- Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. (5-ESS3-1)

Space Systems- Stars and the Solar System:

- Support an argument that the gravitational force exerted by Earth on objects is directed down (5-PS2-1)
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distance from Earth. (5-ESS1-1)
- Represent data to reveal patterns of daily changes of shadows, day/night & stars (5-ESS1-2)

Social Studies



“Students in grade 5 will focus on understanding how the 13 colonies developed. They will begin with studying North America from Pre-Colonization through the Civil War. The study of primary and secondary sources is crucial in documenting the history of our world. In using these sources, students gain a better understanding of how civilizations developed over time.

Students in Grade 5 will ...

- Understand the purposes and structures of the democratic government in Maine and the U.S. Constitution. They will identify the roles of citizens to influence government and understand citizen’s rights of the Constitution and the Bill of Rights- Civics & Government (SS-CG-5)
- Identify regions of the United States and their impacts on the development of the 13 Colonies and U.S. communities. - Geography (SS-G-5)
- Use research skills to acquire knowledge to understand eras in the history of the U.S. from pre-colonization to the Civil War. They will understand the different interactions between cultures and how they contributed to U.S. diversity and development. - History (SS-H-5.1)
- Analyze historical events based on the different viewpoints of Native Americans and other cultural groups. They will learn how the natural environment influences Maine Native Americans' way of life. -Maine Native Americans. (SS-H-5.2)

Art



“We live in a world filled with visual images, which affect and are affected by our presence. Understanding the role these images have on our lives (individually, collectively, and interactively) is needed to better comprehend the potential of all aspects of the world. Through the study of criticism, aesthetics, studio production and history, art education provides the various skills and knowledge necessary for critically interpreting and appreciating the role visual images have in life. The goal of the Art Program is to have students explore a wide range of artistic avenues and to develop life-long learners that can recognize and appreciate the importance and significance of designed products in our world. Art can be a communication tool and a form of stress relief and enjoyment.”

Students in grade 5 will ...

- Recognize the art elements as the basic ingredients for visual design (D.A2.5)
- Make connections between the work they do in art and the work they do in other disciplines. (D.B1.5, D.B3.5)
- Demonstrate skills and knowledge to create works of visual art through manipulation of material, eye-hand coordination, building and imagination. (D.A1.5, D.A2.5)



Physical Education

“ Our physical education program provides students opportunities to develop their motor, cognitive and social skills through recreational activities, games and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming life-long learners.”

Students in Grade 5 will ...

- Demonstrate good sportsmanship (5.PE.4.2)
- Identify parts of fields, courts and positions played in various sports and activities (5.PE.2)
- Understand basic rules of sports and games through verbal and written recall (5.PE.4.1&3)
- List general safety rules pertaining to physical education (5.PE.4.1&3)

Music



“Students in Grade 5 have the opportunity to participate in Band. If they do not take band then they will participate in Music classes (when a person has been hired). Some of the areas taught are music theory, music history, musical theater, audience etiquette and technology in music.”

‘Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything’- Plato

Students in Grade 5 will...

- Be able to recognize and identify basic note values and note names in the treble and bass clefs.
- Be able to recognize and identify basic instruments and their families by both sight and sound
- Be able to successfully identify characters, plot lines and song selections from a chosen movie musical
- Become knowledgeable and aware of proper audience etiquette.

(B.D2.5.b, B.C1.5, B.A1.5.a, B.C2.5)

Spanish



“The goal of the Spanish Program is to allow students to learn to use Spanish to communicate and interact effectively, to learn about Spanish culture, acquire effective language learning strategies and to become lifelong learners as world citizens.”

Students in Grade 5 will ...

- Greet someone and introduce oneself in a familiar situation in Spanish
- Be able to read, write, say and comprehend through listening numbers 0-39 in Spanish
- Identify vocabulary for the days and the months in Spanish
- Understand the concept of noun gender in the Spanish language. For example the noun ‘lapiz’ (pencil) is masculine while the noun ‘mesa’ (table) is feminine..

Please note: As we transition to instruction in Spanish, students may take longer to reach these learning goals.

Health

“Each year, students receive education in health skills and content. Students will use skills such as decision-making and goal setting to enhance their health: learn how to access valid health information, products and services; understand influences that affect the health of themselves and others: and advocate for personal, family and community health.”

Students in Grade 5 will...

- Identify responsible personal health behaviors and demonstrate skills that help maintain good health as well as practices that allow them to improve their personal health. They will also be able to recognize behaviors that negatively impact health and how to avoid those habits. (5.HE.1, 5.HE.3)
- Apply decision-making skills to enhance health, identify and analyze health decisions including if to handle it themselves or get support, predict potential outcomes of decisions made (5.HE.1, 5.HE.2)
- Identify how family, culture, peers and media influence personal health practices and how schools and communities can support positive health behaviors. They will describe how technology can influence health.(5.HE.2, 5.HE.3)
- Begin to acquire the ability to advocate for personal, family and community health. They will express opinions and give correct information about health issues and encourage others to make positive health choices. (5.HE.5)

School Counseling Program



“Students in Grade 6 will receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas:

- 1. Academic Success- Maximizing a student’s ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept.*
- 2. Career Development- Building a successful future by exploring careers, setting goals and relating education to success in the world of work*
- 3. Personal and Social Development- Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more.*

Students in Grade 5 will...

- Explore the knowledge, skills and attitudes that contribute to effective learning.
- Develop skills for success in the workplace including working cooperatively, setting goals, making decisions and problem solving
- Explore problem solving and decision making techniques like effective models, consequences, finding alternative solutions, where and when to seek help.

Technology



“RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students’ use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be connected learners who know that learning does not only happen in the classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology.”

Students in Grade 6 will...

- Use Digital citizenship to be introduced to the idea that digital interactions have permanent consequences.
- Be Creative Communicators by being introduced to a variety of tools to create, publish and present projects related to content areas
- Be Empowered Learners by setting, managing, reflecting upon and revising personal learning goals, using age appropriate technology and celebrating progress towards those goals.
- Construct Knowledge by researching and evaluating sources effectively; use basic cite sources