

Welcome to 5th Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**

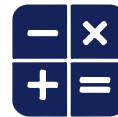


**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science



English Language Arts

Reading, Writing, Speaking, Listening, and Research

Informational Text

- Refers to and cites text when asking and answering questions about key details
- Identifies the main idea and key details
- Uses text features to find information in a text

Literature

- Refers to and cites text when asking and answering questions about key details
- Retells stories and determine how theme is conveyed
- Analyzes characters

Skills necessary for mastery:

- Summarize a text read aloud or information in diverse media
- Speaks clearly and appropriate pace, volume, and expression
- Understanding context and audience
- Writes narrative, expository and opinion pieces
- Conducts research using information literacy skills
- Uses grade level vocabulary, knowledge of sentence structure, grammar, punctuation and spelling
- Word analysis, phonics, reads fluently

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills



English Language Development

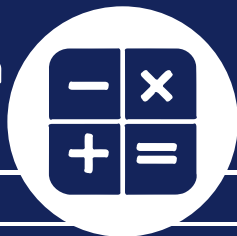
(English Language Learners ONLY)

Overview:

- English Learners read, analyze, interpret literary and informational text
- Students learn text structure, language features, and vocabulary depending on purpose and audience
- Use their primary home language to help build proficiency in the English language
- Actively contribute in class
- Demonstrate knowledge of content orally and through writing
- Develop proficiency based on task purpose, audience and type
- Use language appropriate to their grade level in meaningful ways

Grade Five students will:

- Interact in meaningful ways in English
- Learn about how English works
- Use foundational literacy skills



- Adding, subtracting and multiplying whole numbers, fractions and decimals
- Multiply and divide multi-digit whole numbers
- Decimal place value up to thousandths
- Volume
- Using exponents to express powers of 10
- Reading, writing, and comparing decimals to the thousandths place
- Writing and interpreting mathematical expressions using symbols such as parentheses
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns

Students should master these skills

In Math, students will:

- **Make sense of problems and persevere in solving them.**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others.**
- **Model with mathematics.**
- **Use appropriate tools strategically.**
- **Attend to precision.**
- **Look for and make use of structure.**
- **Look for and express regularity in repeated reasoning.**



Science

Next Generation Science Standards

1. What is Matter Made of? Students observe different materials and describe their differences. They investigate how materials change when they mix together. They learn to recognize chemical reactions and develop a model of matter being made of particles. These particles move and their arrangement changes, but their mass always stays the same.

2. From Matter to Organisms: Students make models that trace the flow of energy and matter in ecosystems. They investigate the needs of plants and gather evidence that all organisms produce waste. They explain how animals depend upon one another as components in an interconnected system.

3. Interacting Earth Systems: Students make models of the flow of energy and matter at the scale of the entire planet, and obtain information about a few example phenomena. They describe these phenomena in terms of interactions between different systems within the broader Earth system. They use their models to understand how humans impact these systems and develop solutions to minimize these effects.

4. Patterns in the Night Sky: Students ask questions and wonder about the night sky. They investigate the force of gravity and then analyze data to identify patterns related to Earth's motion. They gather evidence and make models showing that the brightness of a star depends on its distance from Earth.

Students will learn about

Science focuses on:

- Phenomena to Performance Task
- Disciplinary Core Ideas
- Cross Cutting Concepts
- Science and Engineering Practices



History-Social Science

- Pre-Columbian America
- Age of Exploration
- The 13 Colonies
- The American Revolution
- Forming A New Government
- The Early 1800's

Students will learn about

United States History and Geography: Make a new Nation



Arts

California Art Standards

Artistic Processes

Creating

Conceiving and developing new artistic ideas and work.

Performing (dance, music, theatre)

Realizing, interpreting, and presenting artistic ideas and work.

Presenting (visual arts)

Interpreting and sharing artistic work

Producing (media arts)

Realizing and presenting artistic ideas and work

Responding

Understanding and evaluating how the arts convey meaning

Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards: Students will...

1. **Generate** and conceptualize artistic ideas and work.
2. **Organize** and develop artistic ideas and work.
3. **Refine** and complete artistic work.
4. **Analyze**, interpret, and select artistic work for presentation.
5. **Develop** and refine artistic work for presentation.
6. **Convey** meaning through the presentation of artistic work.
7. **Perceive** and analyze artistic work.
8. **Interpret** intent and meaning in artistic work.
9. **Apply** criteria to evaluate artistic work.
10. **Synthesize** and relate knowledge and personal experiences to make art.
11. **Relate** artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence



Information Literacy & Technology

1. **Information Literacy and Technology:** How to operate computers, use programs, save files, and type efficiently
2. **Digital Communication:** Be able to express ideas clearly using email, social media, and collaborative tools like Google Docs or PowerPoint
3. **Cybersecurity:** Protect personal information, recognize secure websites, and avoid phishing scams
4. **Media Literacy:** Analyze and evaluate information critically, especially online, to determine its authenticity and reliability
5. **Digital Citizenship:** Use technology responsibly, showing respect and kindness in online spaces
6. **Research/Data Analysis:** Develop strong internet search skills and the ability to evaluate and use relevant information
7. **Problem-Solving:** Use digital tools to find solution, troubleshoot issues, and learn from mistakes
8. **Creativity:** Use digital tools for creative self-expression, like art, podcasts, or videos

Students will develop skills in:



Physical Education and Health

Standard 1: The physically literate student demonstrates competency in the techniques needed to perform a variety of moderate to vigorous motor skills and movement patterns physical activities

Standard 2: The physically literate student demonstrates knowledge of movement concepts, principles, strategies, and tactics needed to participate and maintain a health-enhancing level of physical fitness

Standard 3: The physically literate student can assess and maintain a health-enhancing level of physical activity and fitness to improve health and performance

Standard 4: The physically literate student demonstrates knowledge of physical fitness concepts, principles, and strategies to improve a health-enhancing level of fitness and performance

Standard 5: The physically literate student exhibits and utilizes responsible personal and social behavior that respects self and others in physical activity settings

Standard 6: The physically literate student strives to maintain a healthy diet through knowledge, planning, and regular monitoring

- 200 minutes every 10 days
- PE Teacher meets students every two weeks

5th



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days.

Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

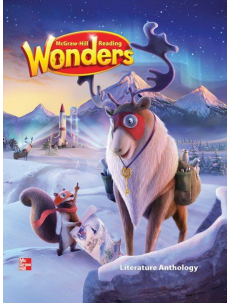
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

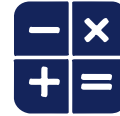


1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

Adopted Materials by Content



English
Language Arts



Mathematics



Online Learning



twigScience

Science



History-Social Science



State	District	Grade Level
<ul style="list-style-type: none">California Assessment of Student Performance and Progress (CAASPP) <p>One time per year (Spring)</p>	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) <p>Two times per year</p> <ul style="list-style-type: none">mCLASS (Reading Risk Screen) <p>Three times per year</p>	<ul style="list-style-type: none">Common Formative Assessments (CFA) using FIABs <p>Four times per year</p> <ul style="list-style-type: none">Writing Performance Task (WPT) <p>Three times per year</p>

Academic Excursions



HSS: US History and Geography

NGSS: Interdependence of Systems/ Matter and Energy

- San Jose Tech Museum (San Jose State)
- California State Mining and Mineral Museum
- Science Discovery Museum
- Cleve Planetarium
- Exploratorium/Lawrence Hall of Science (UC Merced)
- Merced Sun Star
- Masonic Lodge
- Local Plays and Performances
- Multicultural Arts Center
- UC Merced Exhibits
- **MCSD STEAM Center**



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Connect to your school via Parent Square
- Join school site committees (PTC, SSC)
- Expect students to read every night
- Share and model appropriate use of social media
- Obtain a public library card and visit weekly
- Write letters and keep a journal
- Keep a calendar and schedule for home and school
- Discuss fiscal responsibility
- Be environmentally aware
- Practice peaceful solutions
- Exercise, hike, run, and maintain healthy habits
- Find opportunities for teamwork and sportsmanship
- Engage in kindness



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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