COMMUNITY CONSOLIDATED SCHOOL DISTRICT 89
Learning for Life

Learning Expectations

FIFTH GRADE

Dear Parents,

This curriculum brochure provides an overview of the essential learning students should accomplish during a specific school year. It is a "snapshot" of the instructional focus at a particular grade level.

The Literacy and Math learning expectations described in this brochure are based on the Common Core Learning Standards adopted by the Illinois Legislature in 2010. Science curriculum is aligned to the Next Generation Science Standards and were fully implemented during the 2016-2017 school year. Illinois Social Science Standards were fully implemented in 2017-2018. Fine Arts are based on the Illinois Learning Standards adopted in 2016. All District 89 students are expected to work toward mastery of these standards. To accomplish this goal, students at each grade level must build on the concepts and skills previously learned. Daily curricular plans, instructional strategies and assessment of student work are designed to help students make progress and meet or exceed the learning standards.

Parent awareness and support for the grade level expectations contribute to establishing an effective partnership between the home and school. Parents with questions about their child's program are encouraged to contact their child's teacher or principal for more information.

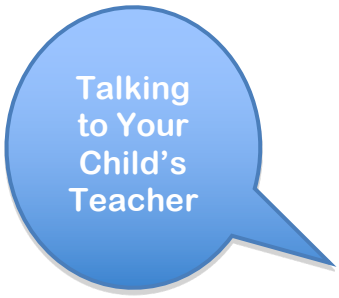
Community Consolidated School District 89
22W600 Butterfield Road
Glen Ellyn, Illinois 60137

5 English Language Arts

In 5th grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources will be key to your child's continuing success. Your child will write stories or essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, they also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to communicate in both written and oral language.

A Sample of What Your Child Will Be Working on in 5th Grade

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- Producing writing on the computer



Keeping the conversation focused.
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

- Reading closely and drawing evidence from grade-level fiction and nonfiction materials, including the ability to quote accurately from them when answering questions
- Adjusting communications to accomplish a particular purpose (e.g., providing more background information for audiences who do not know the topic well)

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Additionally, here are some English Language Arts activities you can do with your child to support learning at home:

- Invite your child to read his or her writing out loud to other family members. Ask questions about your child's word choices and ideas.
- Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.
- Go to a play or musical with your child. Discuss the way the actors bring the words to life.

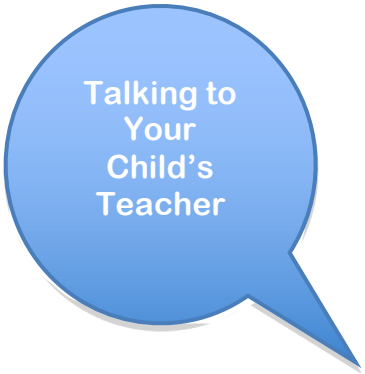
Mathematics 5

In 5th grade

Students focus intensively on the three critical areas specified by the Common Core State Standards for Mathematics in Grade Five:

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)
- Extending division to 2-digit divisors, integrating decimal fractions into the place value system, developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations
- Developing understanding of volume

The first unit is focused on volume and includes a review of multiplication facts and multi-digit multiplication strategies. In Unit 2, students use what they know about equivalent fractions to add and subtract fractions. Unit 3 extends students' understandings of place value and the properties of operations to help students develop powerful strategies for computing fluently with decimals. In Unit 4 they refine powerful multiplication and division strategies, including the array model and the standard algorithm for multiplication.
In Unit 5 students learn to multiply and divide fractions. Unit 6 introduces new geometric concepts, including coordinate graphing and the use of hierarchies to classify two-dimensional shapes by their properties.
In Unit 7 students develop accurate and efficient strategies for dividing whole numbers, decimals, and fractions (unit fractions by whole numbers, and whole numbers by unit fractions). Unit 8 integrates science, engineering, and math. In this final unit, students apply the understandings and skills they have developed over the year as they study solar energy and designing solar homes.



Keeping the conversation focused.
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

- Multiplying and dividing fractions, and solving related word problems
- Decimals (concepts and arithmetic)
- Volume (concepts and problem-solving)

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Additionally, here are some Math activities you can do with your child to support learning at home:

Look for "word problems" in real life. Some 5th grade examples might include:

- Doing arithmetic with decimals, for example when balancing a checkbook.
- Multiplying with fractions — for example, if you used about 2⁄3 of a 3⁄4-cup measure of vegetable stock, then how much stock did you use? About how much is left?
- Using the length, width, and depth of a garden plot to determine how many bags of garden soil to buy.

Mathematics 5

BRIDGES® IN MATHEMATICS

How Will My Child Learn Math This Year?

Your child's classroom will use Bridges in Mathematics second edition, a comprehensive curriculum for grades K–5. Bridges is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners.

The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

How can families help?

Visit the Support for Families page on the Math Learning Center website, where you will find:

- Unit overviews that explain what your child will be learning
- Tips for helping your child with homework
- Links to more information about each grade level of Bridges
- Links to additional resources, including books and free online games

Support for Families
mathlearningcenter.org/families

How Is the Program Structured?

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered.

Problems & Investigations

Problems & Investigations often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts.

Work Places

Work Places are engaging math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment.

Number Corner

Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. They receive daily practice as well as steady encounters with broader mathematical concepts.

Homework

Home Connections assignments are sent home at the discretion of your child's teacher. At times, your child may bring home math games or activities for you to enjoy together, but the main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.

The MATH LEARNING CENTER

5 Science

Students will be able to …..

Engineering Design:

- Understand processes of scientific inquiry to investigate and solve problems

Life Science:

- Understand plants acquire the materials for growth mainly from air and water
- Understand the role of producers, consumers, and decomposers in a food web
- Understand how energy moves within a food web
- Understand how a new introduced species in an ecosystem can damage the balance of an ecosystem

Physical Science: Matter:

- Understand matter is made of particles too small to be seen
- Understand that mass is conserved as matter changes state
- Understand that when two substances are mixed, a new substance can form and the total mass of the substances does not change
- Food provides animals with the energy needed for all life functions, and that energy once came from the sun and was captured by plants (covered during Life Science units)

Earth and Space Science:

- Understand the apparent brightness of the Sun is due to its distance from Earth
- Understand that the orbit of Earth around the sun and the rotation of the Earth on its tilted axis cause patterns: day and night, changes in direction and length of shadows, different positions of celestial objects throughout the year, and seasons.
- Understand that Earth's major systems (geosphere, hydrosphere, biosphere, and atmosphere) interact and affect Earth's surface materials and processes.
- Understand the role of water on Earth
- Understand the impact of human activities (agriculture, industry, and everyday life) have had major effects on land, vegetation, water, air, an

Social Studies 5

Inquiry Skills

Developing Questions and Planning Inquiries
Constructing Essential Questions
SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.
Constructing Supporting Questions
SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.
Determining Helpful Sources
SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.

Evaluating Sources and Using Evidence
Gathering and Evaluating Sources
SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
Developing Claims and Using Evidence
SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.

Communicating Conclusions and Taking Informed Action
Communicating Conclusions
SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
Critiquing Conclusions
SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.
Taking Informed Action
SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

Civics Standards

Civic and Political Institutions
SS.CV.1.5: Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.
SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.
SS.CV.3.5: Compare the origins, functions, and structure of different systems of government.
Processes, Rules, and Laws
SS.CV.4.5: Explain how policies are developed to address public problems.

5 Social Studies cont.

Geography Standards

Human-Environment Interaction: Place, Regions, and Culture
SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change
over time.
Human Population: Spatial Patterns and Movements
SS.G.2.5: Describe how humans have utilized natural resources in the United States.
SS.G.3.5: Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
Global Interconnections: Changing Spatial Patterns
SS.G.4.5: Compare the environmental characteristics of the United States to other world regions.

Economics and Financial Literacy Standards

Exchange and Markets
SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.
National and Global Economy
SS.EC.2.5: Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence
behavior in our nation's economy and around the world.
SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides.
Financial Literacy
SS.FL.4.5: Explain that interest is the price the borrower pays for using someone else's money.

History Standards

Change, Continuity, and Context
SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at
the same time.
Historical Sources and Evidence
SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience,
and purpose-to judge the extent to which the source is useful for studying a particular topic.
Causation and Argumentation
SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.

5 Fine Arts

The fine arts are an essential part of a child's education. In art and music classes, students begin to develop the language, skills and techniques of the arts. They create their own art and music and begin to understand how works of art and music are produced and how they provide a means for enjoyment and creative expression.

Art…

- Develop personal interests and ideas into art form.
- Utilize design principles in art production
- Analyze historical and contemporary works of art
- Explore media choices, processes, and tools in art production

Music…

- Demonstrate good vocal technique
- Perform in an instrument ensemble
- Read and perform dotted rhythm patterns
- Learn to play the ukulele
- Demonstrate an understanding of chords and their structure

5 Health & Physical Education

Health and physical education help students develop the knowledge, skills and habits that can lead to life-long health enhancing behavior and activity.

- Demonstrate physical competency in a variety of motor skills and movement patterns
- Analyze various movement concepts and applications
- Demonstrate knowledge of rules, safety, and strategies during physical activity
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities
- Assess individual fitness levels
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
- Demonstrate personal responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Learning for Life

Addressing Student Differences

Children enter school with different abilities and different learning needs. The Learning Expectations brochures describe what an average learner is likely to accomplish by the end of a specific grade level. But not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The District also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include English as a Second Language, Challenge, Literacy and Math Skills, and Special Education.

Assessing Student Performance

Classroom learning experiences are designed to help students make progress toward meeting District 89 grade level expectations and the Illinois Learning Standards. Students receive teacher feedback on the accuracy and quality of their work in a variety of ways. Teachers assess student performance based on the level of mastery towards the learning standards.

Communicating Student Results

Each school and teacher have a system for communicating with parents about instruction and the behavioral and academic progress of students. School and classroom newsletters, websites and other print materials are sent home to give parents an on-going stream of information about current topics of study and classroom activities. Teachers rely on phone messages, e-mail, and personal notes to convey information about individual students. The comments and scores on graded work help parents gauge how well their child understands assigned tasks. Parent/teacher conferences are scheduled each November and at other times upon request. A Student Performance Report Card summarizes a child's performance in the classroom and in any support program in which they participate at the end of designated reporting periods at each grade level. These reports align with grade level expectations and State Standards.