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## SOCIAL STUDIES

Students will . . .

- Use maps to locate peoples in the desert Southwest and the Pacific Northwest, the nomadic nations of the Great Plains and the woodland peoples east of the Mississippi River
- Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians
- Explain the technological and political developments that made sea exploration possible
- Describe Triangular Trade
- Describe the life of enslaved Africans and free Africans in the American colonies
- Make generalizations about the reasons for regional differences in colonial America
- Describe the role of the French and Indian War
- Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain
- Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war
- Describe the powers of the national government and state governments under the Articles of Confederation
- Explain why the Constitutional Convention was convened and why the Constitution was written
- Describe the rights found in the First, Second, Third, and Fourth Amendments to the United State Constitution

*(A complete listing of content expectations are found on the Michigan Department of Education website)*

## ADDITIONAL CURRICULUM

### Art

Fifth grade students meet with the art teacher twice for 40 minutes every 15 days.

### Physical Education and Music

Fifth grade students meet for physical or music education every day for 30 minutes.

### Shared and Interactive Literacy Experience (SAIL)

All 1<sup>st</sup> through 5<sup>th</sup> grade students will engage in common literacy experiences every day for 25 minutes.

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## ASSESSMENT

Teachers use a variety of methods when assessing students. They may include:

- Portfolio Collection
- Observations
- Demonstrations
- Rubrics
- Conferences
- Quizzes and written tests
- Surveys
- Checklists
- State of Michigan Assessment
- District Common Assessment
- STAR Reading and STAR Math
- Developmental Reading Assessment (DRA)



## PARENT COMMUNICATION

Parents are encouraged to talk with their child's teacher at any time during the school year. Following is a list of ways that you may communicate with and/or review your child's progress:

- Synergy
- Teacher's web site/e-mail/voice mail
- Regular parent-teacher conferences



### Ways You Can Help Your Child At Home

- ✓ Help your child establish a routine to read independently.
  - ✓ Be a reader yourself.
  - ✓ Read to your child (fiction & non-fiction).
  - ✓ Encourage them to predict and ask questions as they read.
  - ✓ Give books, dictionaries, thesauri, spell checkers, academic software, etc. to your children as gifts.
  - ✓ Make the above resources available in your home.
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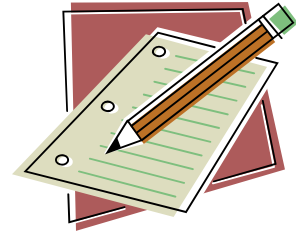
Grand Blanc Community Schools

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## Fifth Grade Curriculum

Guide for Parents

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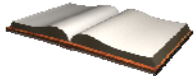


## MISSION STATEMENT

The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by

- Dedication to the discovery of profound learning
  - Exemplary models of character and judgment
  - Global experiences in life and living
  - Emphasis on individual autonomy and self direction
  - Unremitting pursuit of the highest human ideals.
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## READING/LANGUAGE



Students will . . .

- Engage in subject matter conversations
- Speak clearly with appropriate volume
- Write legibly using both manuscript and cursive handwriting
- Write for a variety of purposes and audiences (*i.e.*, writing that uses many descriptive words and includes all the senses, a personal story written in a sequential order, use the scientific process to explain results of an experiment, take a position on a topic and then persuade others to take the same position)
- Use the writing process (*pre writing, drafting, revising, editing, publishing*).
- Write using descriptive words and sentence variety.
- Use correct spelling, end punctuation, colons/semi-colons, apostrophes, quotation marks, commas, grammar, and capital letters in their published writing.
- Identify and read a variety of literature including fantasy, poetry, historical fiction, and nonfiction.
- Compare two texts and show how they are alike both orally and in writing
- Use a variety of strategies to decode text and construct meaning (*i.e.*, A student might underline text, take notes, or use a graphic organizer to help remember what they've read.)
- Apply comprehension strategies such as; inferring visualizing, making predictions, making connections, questioning and summarizing during reading.
- Read with fluency (smooth and with expression)

## MATH

Students will . . .

- Write, interpret, and evaluate numerical expressions.
- Analyze patterns and relationships by generating sequences and identifying relationships between corresponding terms, given different rules for generating.
- Understand the place value system, including reading, writing, and comparing decimals to the thousandths.
- Perform operations with multi-digit whole numbers and with decimals to the hundredths, by using algorithms, equations, rectangular arrays, drawings, and/or area models.
- Use equivalent fractions as a strategy to add and subtract fractions, including solving word problems, using visual fraction models, equations, and benchmark fractions.
- Extend previous understandings of multiplication and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system and use these conversions to solve multi-step, real world problems.
- Represent and interpret data by creating line plots.
- Understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.



## SCIENCE

**Science Process: Inquiry Process, Inquiry Analysis & Communication, Reflection, & Social Implications**

Students will design and conduct their own scientific investigations, with consideration of fair tests, variables, and multiple trials and sets of data. They are expected to use the data and research in their analysis and evaluation of data, claims, and information, and relate their findings to different situations and real-world problems.

**Physical Science: Forces and Motion**

5th graders participate in an in-depth study of motion as related to a point of reference, distance, time, and direction. Students' everyday experiences in motion lead them to believe that friction causes all moving objects to slow down and stop. In-depth explorations into reducing the force of friction can help the students understand and demonstrate that a moving object requires friction to keep it moving.

**Life Science: Organization of Living Things, Heredity, Evolution**

5th graders develop an understanding of the main function of specialized animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) and how animal systems work together to perform life's activities. They will explore the traits of individuals and examine how traits are influenced by the environment and genetics of the individual. They distinguish between acquired and inherited traits of humans as well as other living things. Students will analyze the relationship of environmental change and catastrophic events to species extinction and survival.

**Earth Science: Earth Systems and Earth in Space and Time**

5th graders explore seasons and their relationship to the tilt of the Earth on its axis and revolution around the sun. They define a year as one revolution of the Earth around the sun, explain lunar and solar eclipses based on the relative positions of the sun, moon, and Earth and the effect of the moon's gravity on the ocean's tides. They will study the universe beyond the sun, moon, and Earth and describe the position, motion, and relationship of the planets and other objects in the sky to the sun.