

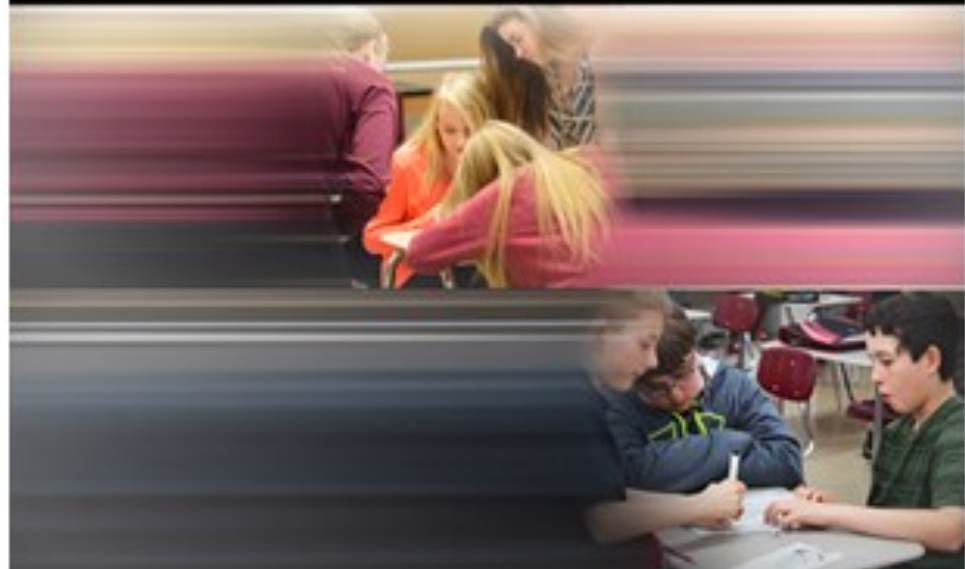


5th Grade



Curriculum
Overview

Spoooner Middle School



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LEARNING BEYOND THE CORE

PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.
- Makes strides towards healthy fitness zone

At the Spooner Middle School, students will be introduced to a variety of activities that will help them to become lifelong learners and to pursue a healthy, active lifestyle. Throughout the year, there will be an emphasis on fitness concepts and principles. After each unit, a skill assessment will take place that students will be graded on; however performance outcome will never be part of an assessment.

At home, you and your child can:

- Review grades with your child on Family Access
- Ask questions about units/topics covered in class and have them demonstrate what they learned.
- Encourage your child to participate in after school events that promote physical activity.
- Be physically active role models and encourage your children to be active on a regular basis.
- Plan and participate in family activities that include physical activity together.
- Set limits on the amount of time your child spends watching television, playing video games, or computer games.

Dear Parent/Guardian:

Thank you for supporting your child's academic growth and progress. We know that students are more likely to succeed in school when their parents/guardians participate in their educational activities on a daily basis. Staff in the Spooner Area School District have worked hard to identify and provide you with this Curriculum Overview. It contains a sample of the content that your child should master by the end of the school year. While this is not inclusive to all of the material required for graduation at the end of 12th grade, it serves as a resource that can be used when supporting your child throughout the school year.

We have aligned our English Language Arts and Mathematics curriculum to the Common Core State Standards and are starting to see positive outcomes in the classroom as teachers and students are becoming more comfortable with expectations. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be more rigorous and relevant to students and reflect the knowledge and skills required for success in college and careers.

Additionally, this document provides recommendations for parents to "extend" student learning at home. Activities and resources are available for each content area at each grade level. Parents are also encouraged to check student progress in Skyward. This will assist parents in monitoring student progress. Another resource is our school district website at www.spooner.k12.wi.us. You are encouraged to visit the "parent" tab for additional resources and information.

Above all else, remember to speak with your child's teacher on a regular basis. This communication is very important to your child's success. Their teacher can provide parents with immediate information and feedback intended to support your family successfully meet their needs.

Sincerely,

Michelle Kabdi

Spooner Middle School

Principal

PARENT AND COMMUNITY RESOURCES

DREAM, BELIEVE, ACHIEVE, AND EXCEL

SKYWARD

Skyward is a tool for parents to assist them track their child's attendance, discipline and grades. Parents can access Skyward at <https://sasd-21.sasd.spooner.k12.wi.us/scripts/wsisa.dll/WService=wsSky/fwemnu01.w> Please contact your child's school office for assistance to access this information if needed.

COMMON CORE STATE STANDARDS

Today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade. Parents and educators can access additional information at <http://www.corestandards.org/>.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Educational information for parents and students can be accessed on the Wisconsin Department of Public Instruction website at http://dpi.wi.gov/launchpage_parentsstudents.

SMARTER BALANCED ASSESSMENTS

New assessments are aligned to the Common Core State Standards in English language arts and mathematics for grades 3-8. Students will be participating in these assessments beginning with the 2014-2015 school year. For additional information and practice questions please visit their website at <http://www.smarterbalanced.org/parents-students/>.

SUPPORTING YOUR CHILD'S LEARNING

At home, you and your child can:

- Encourage your child to use a variety of sources—books, magazines, videos, interviews, online sources, etc.--to seek information about any topics in which he or she shows interest.
- Involve your child in family decisions by asking him or her to use informational sources to find information to solve real-life problems, i.e. locate reviews online before making a purchase or investigate options for activities in an area your family will visit, and then discuss his or her research before making a decision.
- Encourage your child to read daily. Talk with your child about what he or she is reading.
- Discuss your expectations regarding ethical use of technology, privacy, and online safety with your child. Consult the Netsmartz Workshop (<http://www.netsmartz.org/Parents>) for resources and tips you can use when talking with your child about these issues.

INFORMATION & TECHNOLOGY LITERACY

The Spooner Middle School Library Media Program is designed to help our students become effective users of ideas, information, and technology for successful life in the 21st century. Working collaboratively with classroom teachers and specialists, we provide a wide variety of resources, from traditional sources such as books to digital sources such as computer applications and e-books. Students have regular opportunities to select books for personal reading and may participate in the Wisconsin “Battle of the Books” program. Our mission is to help students develop skills in using media and technology responsibly, conducting research and inquiry, learning independently, and working collaboratively.

MEDIA AND TECHNOLOGY

- To choose a variety of media and technology tools to gather, evaluate, and use information.
- To select and use technology tools to communicate ideas and information effectively and productively.

INFORMATION AND INQUIRY

- To conduct relevant and personally meaningful inquiry and research.
- To evaluate and apply information from a variety of sources in multiple formats to meet personal and academic needs.

INDEPENDENT LEARNING

- To read, view, and listen for pleasure, personal growth, and learning.
- To demonstrate self-motivation and personal responsibility for learning.

LEARNING COMMUNITY

- To use media and technology tools to work productively in a collaborative learning environment
- To demonstrate responsible and ethical use of information and technology in both physical and online learning environments.
- To respect intellectual property rights and recognize the importance of free and open access to information in a democratic society.

RESPONSE TO INTERVENTION (RtI)

RtI allows the school district to differentiate instruction to meet the needs of individual students. Students who need academic interventions as well as enrichment are supported in this initiative. Additionally the parent is a key component of their child’s education. Parent and family resources can be found at <http://www.wisconsinrticenter.org/parents-and-family.html>.

PARENT TEACHER ORGANIZATION

Our Parent Teacher Organization strives to enhance children’s educational experiences. Our primary objective as a PTO is to provide our school with funds, programs, resources, and services that will enrich and maximize the education of every child. To meet this important objective, and afford services that are no longer covered by our school budgets, we must fundraise. Though it may not be our favorite responsibility, it is a necessary one. Our school community must raise money if we want to provide our children with such items as updated technology, library books, school improvements, incentive prizes, grade and curriculum based assemblies, etc. Our goal, simply stated, is creating a better school and a better educational experience for our children. We strive to create an atmosphere where teachers, administrators, and support staff can do their best work – and so can our children. Becoming a member does not mean you automatically sign up to volunteer, it just means you support our group and believe in what we’re doing.

PTO COMMUNICATIONS

- Visit the Spooner School website – www.spooner.k12.wi.us. Simply click on PTO under the “For Parents” section for access to all PTO related activities and information.
- PTO Parent Email Distribution List – To be added to our distribution list please include your
- E-mail address on the Membership envelope or simply contact an Executive Board Member and request to be added.
- Spooner Area Schools PTO is also on Facebook. Simply visit our page and click “Like”.

ENGLISH LANGUAGE ARTS

Students will develop essential literacy skills for comprehending and evaluating fiction and nonfiction texts. Fifth grade students all read several universal texts and apply learned skills to differentiated literacy circles that allow for choice and reading strengths. Students will learn to analyze characters, explain how events work together to tell a story or event, summarize text, cite evidence from their reading, produce several formats of writing for audiences and develop their speaking skills.

READING:

- Students will draw on information from multiple print or digital sources to better understand a story or idea.
- Students will understand and identify story elements including a narrator's point of view, conflict and plot structure.
- Students will understand a character's actions and character change in fictional stories.
- Students will explain how a series of events connect together.
- Students will write a summary from their reading.
- Students will compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Students will quote accurately from a text when explaining their thinking.
- Students will infer or draw conclusions based on the book and their thinking.
- Students will monitor their thinking and ask questions about confusing parts, characters or events in a story.
- Students will use information from other sources to understand their reading including author's websites and historical articles.
- Students will learn note taking strategies including marking their thinking.

SPEAKING AND LISTENING

- Students will ask questions and respond based on comments made by others during discussion.
- Students will justify responses by providing evidence to support reasoning.
- Students will engage in a variety of discussions by sharing knowledge of topics and text.
- Students will ask and respond to specific questions to clarify understanding of discussion or presentation.
- Students will connect comments to the remarks of others.
- Students will identify a speaker's points, claims, reasons and evidence.

KEYBOARDING

Keyboarding class is part of the elective rotation for fifth graders.

Skill in keyboarding is an essential foundation for the effective use of technology required for success as a 21st century learner. Developing proficiency in keyboarding begins in the elementary school and continues in fifth grade, with students meeting daily for one quarter to learn touch keyboarding skills—that is, keying accurately without looking at the keys. Students will use this lifelong skill in all curricular areas throughout their school career.

Objectives:

- To demonstrate an understanding of word processing tools for formatting, saving, printing, and sharing files.
- To consistently use correct keyboarding technique, which includes ergonomically correct body position, eyes on the copy, correct reaches from the home row keys, keying accurately, and correct use of the space bar, enter key, shift key, and tab key.
- To key at a minimum keyboarding speed of 25 wpm speed at 95% accuracy on one-minute timed writings, while using correct keyboarding technique.

SUPPORTING YOUR CHILD'S LEARNING

- Reinforce using correct keyboarding technique while your child is in front of any computer (no "hunting and pecking").
- After the first week of class, ask your child to key words using only the letters of the home row.
- Once all alphabet keys have been presented in keyboarding class (after about six weeks), ask your child to key A to Z lists (i.e., animals, names, etc.) or key other personal tasks.
- Online typing games may be helpful for additional practice once your child has learned the correct fingering for all keys, with a goal of using good technique rather than speed.

LEARNING BEYOND THE CORE

ART

Fifth Grade Art is a quarter long class that meets daily during the school year. It is designed to be a class that is the foundation for all other middle school art classes. Students will focus on learning techniques and skills in a sequential learning experience, with the use of the Elements of Art and the creation of art projects. Students will be able to work on projects that are aligned with the state standards in the Visual Arts. Students need to realize that in order to succeed they will be expected to work at creating quality projects that involve a process of working and reworking ideas.

Objectives:

- To be able to identify the elements of art.
- To learn how the elements of art are the artist's "tools."
- To develop an appreciation for art and its creation.
- To experience a variety of art production methods through differing media.
- To learn about what artists have done in the past and how they have influenced visual art in the present.
- To develop a fundamental knowledge of the vocabulary of the visual arts.
- To produce original works of art that exhibit an understanding of the elements of art as the focus of each assignment.
- To create an artwork that is inspired by an artist from the past and learn about that artist's work and how they influenced art in their era.
- To develop the student's knowledge of color and color theory as it relates to color mixing, perception, and schemes.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

WRITING:

- Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience: narrative, informational and opinion writing.
- Students will introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Students will develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Students will recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work.
- Students will link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Students will use precise language and vocabulary to inform about or explain the topic.
- Students will provide a concluding statement or section related to the information or explanation presented.
- Students will learn editing techniques to strengthen their writing.

At home:

- Please encourage your child to spend at least 20-30 minutes a day reading.
- Read the newspaper in print or digital formats.
- On-line articles such as newsela.com and student.societyforscience.org are a great place to read engaging nonfiction articles with your child.

MATHEMATICS

In fifth grade math, students question, model, represent and explore while they learn and practice important fifth grade math standards. We discuss solving of math problems by explaining our methods and relating them to our classmates' methods. Completing constructive and convince-me responses, mathematical manipulations, and concept review stations helps to develop the fifth grade students' understanding of mathematics in real world situations. Throughout the year, we learn many different math concepts including: decimal operations, fraction operations, simple algebra expressions, coordinate graphs, standard and metric conversions, area and volume, and the basic attributes of two-dimensional figures.

OPERATIONS AND ALGEBRAIC THINKING

- Adding, subtracting, multiplying, and dividing of decimals to the hundredths place value.
- Solving word problems involving addition, subtraction, multiplication and division of whole numbers leading to answers in the form of fractions or mixed numbers.

NUMBERS AND OPERATIONS IN BASE TEN

- Recognizing the base-ten pattern for whole numbers and decimals, while reading, writing, and comparing decimals to thousandths.
- Using place value to round decimals to a variety of place values.
- Adding and subtracting decimals to the hundredths place value.
- Explaining patterns in the number of zeros when multiplying a number by powers of 10.
- Explaining patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
- Understanding base numbers and exponents.
- Fluently multiplying multi-digit whole number problems and decimals to the hundredths place value.
- Dividing: whole numbers or decimals by a power of 10 with or without exponents, four digit dividends by one-digit and two-digit divisors, and decimals to the hundredths place value.

Economics

- Students will compare the benefits and costs of individual choices.
- Students will identify both positive and negative incentives that

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- *Review grades on Family Access with your student every week.*
- *Demonstrate and/or discuss social experiences making connections to the world, community, school and home.*
- *Discuss costs for family activities / food decisions.*
- *Set up responsibility roles for each family member in your home.*
- *Look for books – either fiction or nonfiction - about specific time periods of history that your student is interested in.*
- *Watch the History Channel, other historical documentaries or watch educational movies about specific time periods in history.*
- *Go on websites, such as National Geographic for Kids.*
- *Read the news! Discuss how the news in our world, our country and our community impacts our lives. Discuss how your student can make a difference.*

SOCIAL STUDIES

Fifth grade Social Studies is now a year-long class meeting each school day for 45 minutes. Aligning with the “C3” (College, Career and Civic Life) Framework for Social Studies standards, the goal of our social studies program is to develop responsible, informed, and engaged citizens to foster civic, global, historical, geographic, and economic literacy. Social Studies content is in the areas of history, geography, civics and economics.

Course Objectives:

History

Using a “living history” approach to learning, students will develop an understanding of key events that shaped our nation during early North American history.

Students will compare life in specific historical time periods to life today.

Students will generate questions about individuals and groups who have shaped significant historical changes.

Topics include Native Americans, Exploration, Colonization of the United States, American Revolution, Constitution & Bill of Rights, Westward Expansion, and the Civil War.

Geography

Students will review and learn about various kinds of physical and political maps.

Students will review regions of the United States, states and capitals.

Civics

Students will discuss how rules and laws change society and how people change rules and laws.

Students will identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

NUMBERS AND OPERATIONS—FRACTIONS

- Using equivalent fractions to add, subtract, and compare fractions.
- Adding and subtracting fractions and mixed numbers with like and unlike denominators.
- Using visual models and equations that represent problems involving fractions
- Solving word problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.
- Estimating sums and differences of fractions and mixed numbers and use estimates to determine whether answers are reasonable.
- Interpreting a fraction as division of the numerator by the denominator.
- Multiplying and dividing a fraction by a fraction.
- Finding the area of a rectangle with fractional side lengths.
- Interpreting multiplication as scale modeling.
- Dividing unit fractions by whole numbers and whole numbers by unit fractions.
- Solving real world problems involving multiplication and division of fractions and mixed numbers.

GEOMETRY

- Understanding the concept of volume and finding the volume of a right rectangular prism.
- Recognizing volume as an additive postulate.
- Classifying two-dimensional figures.

SUPPORTING YOUR CHILD’S LEARNING AT HOME

At home, you can:

- Have your child memorize their multiplication and division facts from 0 to 12.
- Make sure your child’s homework is complete every night.
- Discuss your child’s homework with them and ask them to explain how to solve a couple problems.
- Practice the weekly concepts at home by making up problems.
- Discuss how the weekly concepts relate to the real world.

SCIENCE

Course Description:

Fifth Grade science is now a year-long class meeting each school day for 45 minutes. Over the course of the year, students will be introduced to, and be expected to show understanding in, the use of science “processes” which include the following: Observing, Inferring, Predicting, Measuring, Classifying, Communicating, Identifying and Controlling Variables, Formulating and Testing Hypotheses, Interpreting and Graphing Data, Defining Operationally, Experimenting, and Constructing Models.

Science content is based on the national “Next Generation Science Standards” for fifth grade and will include topics from Physical Science, Life Science, Earth & Space Science, and Engineering and Technology. Using their knowledge of science processes, students will be able to answer such questions as, “When matter changes, does its weight change?”, “How much water can be found in different places on earth?”, “Can new substances be created by combining with other substances?”, “Where does the energy in food come from and what is it used for?”

Next Generation Science Standards

Physical Science

- Students will be able to describe that matter is made of particles too small to be seen through the development of a model.
- Students will be able to determine whether the mixing of two or more substances result in a new substance.
- Students will be able to make observations and measurements to identify materials based on their properties.
- Students will be able to demonstrate that regardless of the type of change matter undergoes, the total weight of the matter is conserved.

Life Science

- Students will be able to make a model to describe that energy in an animal’s food was once energy from the sun.
- Students will be able to describe the movement of matter among plants, animals, decomposers and the environment.
- Students will be able to make the argument that plants get the materials they need for growth mostly from air and water.

Earth & Space Science

- Students will be able to obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.
- Students will be able to graph the amounts and percentages of water and fresh water to provide evidence about the distribution of water on earth.
- Students will be able to use a describe ways the geosphere, biosphere, hydrosphere and / or atmosphere interact.
- Students will be able to represent data that reveals patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars.
- Students will be able to argue that differences in the apparent brightness of the sun compared to other stars are due to their relative distances from the Earth.

Engineering & Technology

- Students will be able to carry out tests to identify aspects of a model or prototype that can be improved.
- Students will be able to create a simple design reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.
- Students will be able to generate and compare multiple possible solutions to a given engineering challenge.

SUPPORTING YOUR CHILD’S LEARNING AT HOME

- *Review grades on Family Access with your student every week.*
- *Relate curriculum to real life experiences. Discuss how family members use science at home, at work, etc. Look for Science in the news.*
- *Try science experiments at home by exploring websites for ideas, such as Steve Spangler Science. Take photos or bring in results to share with the class.*
- *Watch the Discovery Channel, National Geographic, Disney Nature films to learn more about the environment around us.*
- *Look for books that support your student’s science interest.*
- *Explore science websites for games and activities: Edheads, Science Kids, etc.*