



STANDARDS AND CURRICULUM OVERVIEW

FIFTH GRADE

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It is my sincere hope that you will find this program overview helpful in understanding the curriculum and areas of emphasis of your child's grade level. While it is impossible to capture all the "richness" that goes into the daily education of our students, the overviews are designed to introduce the basic concepts and content standards.

The most important experiences are those that provide the opportunity to grow and be challenged. Many processes related to critical thinking and problem solving that are vital to student success happen every day. Another important aspect to our program is to continually evaluate, assess and improve the quality of the programs in the district. To that end, these program overviews have been reviewed and upgraded by teacher representatives in the district.

Our partnership with the parents of our district is paramount to the establishment of a desirable overall goal of success for every child. We will continue to maintain high expectations for our students and ourselves and we look forward to continued collaboration in the learning process of our students.

Thomas J. Lohwasser, Ed.D

OVERVIEW FOR FIFTH GRADE

Fifth graders are entering a unique phase of growth and development. They are beginning to establish a sense of self and independent identity by letting go of childhood supports. Social interaction and peer acceptance take on increased importance.

Most fifth graders share both excitement and apprehension about going to middle school next year. We work to help alleviate their anxieties while preparing them for the academic and social challenges they will face.

This pamphlet reflects the average expectancy at this grade level. Due to the range of abilities and motivation among students, there will be some who will exceed these expectations and some who will not be able to achieve all of them. Individual needs will be met through enrichment and remediation in all curriculum areas.

Although we've isolated each subject area to describe essential components in our classrooms, learning often takes place through hand-on activities, cooperative learning, and theme-based approaches which integrate many subjects. Technology is used as a tool to reinforce and motivate learning.

Uppermost on our list of goals is the desire to instill in each youngster a love of learning and a positive attitude toward school. An optimal educational experience can be provided for your child if we all -- parents, teachers, and administrators -- work closely together.

THE FIFTH GRADE CHILD

Every child is an individual who grows and develops at his/her own rate. A class of fifth graders includes a wide range of physical, academic, and social differences. There are, however, general characteristics and needs which apply to most fifth graders. The following emotional, social, mental and physical characteristics will probably be apparent in your child.

- An increase in the awareness and concern about other people's personal ideas and beliefs.
- Extreme interest in loyalty to friends, clubs, etc. (of own gender).
- Beginning interest in opposite sex.
- Greater satisfaction in the ability to achieve.
- More developed thought processes.
- Able to understand more complex concepts and their application.
- Interested in factual material.
- Able to concentrate for longer periods, and better able to manage time.

- Interested in earning money for special wants and needs.
- Relatively more free from disease than at any other growing period.
- Normally slow and steady growth in height and weight.
- Able to assume responsibility for personal needs in dress and grooming.

The Fifth Grade Child Needs:

- About ten or more hours of sleep.
- Daily opportunity for strenuous physical activity.
- To be included in family and school planning.
- Guidance in spending time and money wisely.
- To be liked by friends (belonging).
- Recognition and approval of peers.
- Understanding and security of home and school.
- Opportunity to make more decisions.

Parents Can Help By:

- Listening and talking to your child.
- Respecting your child's increasing maturity.
- Giving praise for good work and appropriate behavior.
- Understanding your child's need for peer approval.
- Accepting your child's friends and providing opportunities for widening social contacts.
- Not over-scheduling your child, allowing time for free, unplanned play.
- Conveying a positive attitude toward school and learning by: providing daily scheduled time for your child to complete homework, and providing a study area free of distractions and equipped with the necessary school supplies.
- Talking with your child about activities at school.
- Being available to assist with homework when needed.
- Setting realistic and attainable academic goals and supporting your child in achieving them.
- Making sure school is a priority, and discussing issues/concerns directly with the teacher.
- Setting an example for reading by reading yourself and encouraging your child to read for pleasure.
- Sharing in and helping your child pursue personal interests.
- Letting your child participate in making family plans.
- Setting an example for habits of tidiness, posture, health, and increased personal hygiene as puberty begins.
- Providing for regular examinations by doctor and dentist.
- Notifying school when a problem persists.
- Notifying school of problems at home that cause emotional stress (e.g. divorce, death in family, etc.).
- Monitoring time devoted to TV, video, and other passive entertainment.

The following is a short synopsis of the **California Academic Content Standards** for Language Arts, Mathematics, History/Social Science, and Science. Complete document available on the Internet at www.cde.ca.gov or at the Dixie School District.

LANGUAGE ARTS

READING

WORD ANALYSIS, FLUENCY, AND VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of vocabulary.

READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text and they relate text structure, organization, and purpose. In grade five students will be making progress toward reading one million words annually by 8th grade.

LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connection between literary works.

WRITING

WRITING STRATEGIES: Using the writing process, students write clear, coherent, and focused essays. The writing exhibits the students awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will write narrative, expository, persuasive, and descriptive text, demonstrating a command of Standard American English.

LISTENING AND SPEAKING

LISTENING AND SPEAKING STRATEGIES AND APPLICATIONS: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations employing the strategies of narration, exposition, persuasion, and description.

MATHEMATICS

By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to positive and negative numbers, fractions, decimals, and percents. They know and use common measuring units to determine length and area; they know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass in solving problems. They use grids, tables, graphs, and charts to record and analyze data.

NUMBER SENSE

- Students compute with very large and very small numbers, positive and negative numbers, decimals and fractions.

- Students perform calculations and solve problems involving addition, subtraction and simple multiplication and division of fractions and decimals.

ALGEBRA AND FUNCTIONS

- Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.
- Solve and graph linear equations.

MEASUREMENT AND GEOMETRY

- Students understand and compute perimeters, volumes and areas of simple objects.
- Students identify, describe, draw and classify properties of, and relationships between, plane and solid geometric figures.

STATISTICS, DATA ANALYSIS AND PROBABILITY

- Students display, analyze, compares and interpret different data sets, including data sets that are not the same size.

MATHEMATICAL REASONING

- Students make decisions about how to approach problems.
- Students use strategies, skills and concepts in finding solutions.

HISTORY/SOCIAL SCIENCE

UNITED STATES HISTORY AND GEOGRAPHY MAKING A NEW NATION

- Students in grade five study the development of the nation up to 1850.
- Students study early explorers of the Americas and analyze conflict that existed between Native Americans and the new settlers.
- Students explain the causes and consequences of the American Revolution.
- Students study the development of the U.S. Constitution and its use in society.
- Students study U.S. geography.

SCIENCE/HEALTH

The Science Program is presented as an exploratory, discovery, activity-based program. Fifth grade students develop scientific thinking processes in:

- Relating (understanding relationships among objects, events, processes, or living things).
- Advanced organizing skills (putting objects and events in order by sequence or properties).
- Observing (using the senses to get information).
- Communicating (talking, drawing, demonstrating).
- Comparing (similarities and differences).

EARTH

Our universe is interactive and constantly changing.

PHYSICAL

The interactions of matter and energy shape our world.

ENVIRONMENTAL

People are dependent on the Earth's dynamic natural systems and can participate in responsible actions to enhance or protect the quality of the environment.

LIFE

Living things are diverse interdependent and evolving. Fifth grade health focuses on taking care of one's body, feelings and communication, and personal safety.

A unit on **FAMILY LIFE** will be taught by the fifth grade teachers as part of the Science and Health Program.

PHYSICAL EDUCATION

The Physical Education program for fifth grade includes both team and individual sports for all students. Particular emphasis is placed upon instilling interest and enthusiasm for fitness and sports as an integral part of each student's life, both now and for a future well-balanced life style.

The curriculum meets students' needs to develop physically, mentally, emotionally, and socially by participation in a variety of planned physical activities promoting sportsmanship and physical and athletic development.

The California Physical Fitness Test is administered to every fifth grade student. Specific training is provided to enable students to prepare for this test.

MUSIC

Music in the Dixie District is an integral part of the curriculum and is district funded. In the Dixie District, we have aligned our music curriculum with the National Standards for Arts Education.

In the 5th grade music instruction is continued in both vocal and instrumental classes. (Basic band and string instruments are clarinet, flute, trumpet, trombone, violin, viola and cello). Formal choral techniques are taught to students electing to study vocal music. Besides in-school performances, students perform in district-wide choral, string and band festivals.

SUPPLEMENTAL VISUAL AND PERFORMING ARTS

Art, drama, and dance are often integrated into the curriculum. Students learn simple dances, dramatize literary selections, sing in a group, view theatrical events, and multi-cultural performances, use rhythm and movement, and learn art and music appreciation skills.

HOMEWORK

Homework is defined as an assigned activity that is primarily accomplished outside of regular class time. Such work shall be appropriate to the grade level, subject matters, and instructional objective(s); in general, the amount of time spent on homework shall increase as the student progresses through the grades.

Purpose and benefits of homework can include:

1. Extend or make more meaningful concepts introduced at school.

2. Engage students in purposeful practice relevant to their learning.
3. Develop effective study habits.
4. Develop independent learning skills.

Each school follows the District Administrative Regulations and Policy as well as follows the site specific Homework Guidelines.

REPORTING TO PARENTS

Open communication between parents and teacher is essential to each child's educational and developmental progress.

- A parent-teacher conference will be held in October/ November. This will include a progress report card. Progress report cards will also be issued in January and May, if necessary.
- Standards-based report cards are issued in December, March and June.
- Each teacher has a system for regular communication to parents to help them stay informed about what the class is learning.
- In addition, the teacher will contact parents on an individual basis as the need arises.
- Parents are encouraged to send a note, phone the teacher at school, or make an appointment for a conference whenever they have a concern, and to let the teacher know about significant changes or events (new glasses, loss of a pet, family emergency, change in living arrangements, etc.) that might affect the child's ability to learn.

ASSESSMENT OF LEARNING

Teachers assess student progress regularly using a wide variety of tests and other strategies, including teacher observations, student tasks and projects, teacher-made tests, curriculum unit tests, and required district and state exams. Information from these various assessments helps teachers provide the kinds of learning experiences that will help all students make significant progress toward the district's standards.

STUDENT PROMOTION/RETENTION CRITERIA

The following multiple promotion criteria for reading, writing, listening/speaking, and mathematics applies to students in grades 2-5 for each trimester:

Achievement Grades

Each student's overall classroom progress, quality of work, and participation must be:

- above "Not Passing" (grades 4-5)
- above "Requires Additional Instruction" (grades 2-3)

Progress Toward Standards

Each student's "Progress Toward Standards" must be "Grade Level Proficient."

California Standards Tests (CST)

Each student's English/Language Arts and Mathematics spring performance level score must be Proficient or above.

SUPPORT SERVICES

The Dixie School District provides services for Special Education, English Language Development, counseling and psychological services. The district also offers an enriched learning program for gifted and talented students.

DISTRICT TESTING SCHEDULE

Testing	K	1	2	3	4	5	6	7	8
Dixie/State Standards Testing	X	X	X	X	X	X	X	X	X
STAR Testing: CA Standards Test (CST)			X	X	X	X	X	X	X
Gifted and Talented Education (GATE) Program				X	X	X	X	X	X
State Physical Fitness						X		X	
State Writing Assessment					X			X	
CA English Language Development Test	X	X	X	X	X	X	X	X	X

NOTE: Additional testing for various programs occurs throughout grade levels as needed.

DIXIE ADOPTED BASIC TEXTBOOKS

Subject	Publisher
LANGUAGE ARTS	Houghton Mifflin <i>6+1 Traits of Writing</i>
MATHEMATICS	<i>Everyday Math,</i> The Wright Group
SCIENCE	<i>CA Science,</i> Pearson Scott Foresman
SOCIAL SCIENCE	Harcourt
HEALTH	Family Life Materials

HEALTH REQUIREMENTS FOR ADMISSION

All students must have an up-to-date written immunization record.

<p>The District Code of Conduct Be Safe. Be Responsible. Be Respectful.</p>
