

## Social Studies

Fifth graders study about the events that led up to the *American Revolution*, the ideas and events that led to the formation of the *United States Government* under the Constitution, and the events that led to the *Change, Expansion and Growth of the United States during the 19<sup>th</sup> and early 20<sup>th</sup> century*. They learn: how people can change the course of history; the basic political principles of American democracy; why people immigrate/emigrate & migrate; and how geography, immigration and industrialization affect the growth and development of different regions in the United States. Within these three major units of study, the concepts of location, place, human interaction with the environment, movement and regions are emphasized.

## Visual Art

In fifth grade, students continue to expand their awareness and sensitivity to include more challenging, in depth subjects using a variety of media and techniques. Focus continues to be on self-expression using drawing/painting, printmaking and collage portraiture. Students use problem solving, observation, analysis, and self-assessment to create, analyze, and refine works of art. They express specific concepts, including positive/negative space, using the *elements of art* and the *principles of design*. Students follow a sequential creating process and can communicate this process to others. Work includes drawing, painting, printmaking, collage and sculpture/construction. These are used to enhance and refine skills in the Visual Art domains of **Communications and Expression, Design and Composition, and Methods, Tools and Techniques**.

## Music

Fifth grade music expands students' understanding of music concepts introduced previously with greater focus on performance, analysis, and composition. Formal singing as part of a large group continues in a weekly Chorus rehearsal. Students may elect to continue or begin a band/string instrument. All of the above are used to continue to enhance/refine skills in the Music domains of **Creating, Performing and Responding**.

## Physical Education

The fifth grade elementary physical education program is designed to teach children motor skills and skill themes that are developmentally appropriate for their age. Motor skills are taught within the context of skill themes. "Skill themes are fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built. Once the basic skills are learned to a certain degree of proficiency, they are combined with other skills and used in a more complex setting, such as those found in dance, games, and gymnastics." (Graham, Parker, Holt/Hale, 1999)

## Library & Digital Learning

The library and digital learning curriculum integrates information and technology literacy skills with classroom curriculum learning. Students participate in literature genre studies, particularly historical fiction. Students broaden their use of the Big 6 research method and use primary sources such as memoirs and journals to research the American Revolution, U.S. Government and the Expansion of the U. S. They write with publishing tools to support and demonstrate curriculum learning. They use a variety of reference books, electronic databases, pre-selected web sites, specified search engines and directories. Students interpret visual information from graphs, charts, tables and images. Students develop curriculum projects using these resources and multimedia tools to write, organize and present new understandings. This area of the curriculum is assessed within the context of the activity in which it is embedded.



# NEEDHAM PUBLIC SCHOOLS

## Grade 5 Progress Report Parent Brochure

### The Progress Report

This progress report is intended to *complement* existing parent conferences and to better communicate with you about your child's progress toward mastering the learning expectations for his/her grade level. It is a reflection of the district's goal to have a system in place that enables students to be engaged in challenging academic experiences that are grounded in clearly defined standards. It also represents how schools across the state and country are now reporting student learning. These types of reporting systems communicate students' progress in a way that descriptively reflects what s/he knows and what s/he is able to do in relation to the state curriculum standards. A student's achievement is reported separately from effort.

The parent brochure outlines the categories that are included in the report for each curriculum area and provides a description of the characteristics associated with proficiency in that category. In each reporting period, the skills that are taught are assessed against a benchmark. Numerical levels are used to report performance with respect to the grade level learning goals. The system is designed to describe how well a student is progressing with respect to mid and end-of-year grade level expectations, rather than in relation to other students in the class. It is a snapshot of a child's progress towards the mastery of grade level learning goals at a *particular point in time*. The scale *cannot be equated to traditional letter grades*. An explanation of these markings appears in this brochure.

Across the district, this type of reporting system is now in place for grades 1-5. It is designed to be responsive to updates in curriculum programming and state requirements as they occur. The progress report that you are seeing today represents the work of many thoughtful individuals and groups. We thank you for working with us to ensure a meaningful system for communicating student progress.

### Social Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

At the elementary level, the Responsive Classroom Approach is used to promote well-designed practices intended to create safe, joyful, and engaging classroom and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. The process of Social Emotional Learning is dynamic and lifelong. Social and emotional competencies change and grow influenced by an individual's developmental period, experiences, and external factors with no real "stopping point" to skill development. With this in mind, the proficiency scale for SEL measurement is meant to provide feedback about your child's current strengths and areas to focus on for continued growth.

### English Language Arts (Reading)

Proficient readers read fluently with phrasing and expression. They use strategic actions to read grade level text accurately. Proficient readers use comprehension strategies, make and confirm predictions, and summarize important ideas. They are able to infer what's implied but not stated and synthesize text information with their own knowledge to create new understandings. They analyze texts, examining words that create sensory images or feelings, and evaluate and think critically about the ideas.

Proficient readers adjust their reading for different types of texts and genre across diverse cultures. They read to learn new information as well as for enjoyment. They are able to distinguish the characteristics of different genres, identify themes and main ideas, describe the influence of point of view, and find evidence from texts to support their thinking. They know how non-fiction texts are organized and how to use charts, graphs, diagrams and other features of informational texts. They know the structures and elements of fiction (e.g. plot, setting, characters, problem, solution). They understand literary and structural elements in poetry and other texts.

Proficient readers use language to communicate their ideas in discussions. They listen to other students' ideas, pose questions, and add their own information. They communicate their understandings of texts in written form and orally, using evidence to support their thinking

When researching, readers formulate and refine questions and arguments and select relevant information to back up claims and support their arguments. They are able to take notes, organize information using a variety of tools.

**Language and Word Study**--Students learn and apply new vocabulary. They use grammar knowledge (e.g. nouns, verbs, adjectives, adverbs) to read and write.

### English/Language Arts (Writing)

In fifth grade, teachers look for evidence that a student can independently use the steps of the writing process. Students write in a variety of genres, including personal narrative, fiction, informational, and persuasive pieces. Multiple samples of writing inform a student's grade. They consider the audience when crafting their pieces. Because various genres are taught at different times during the year, a student's grade in June could differ from that in January.

**Writing process**--Proficient writers understand the writing process and use appropriate prewriting strategies prior to drafting. They create multiple drafts, revisiting and editing independently as well as by utilizing feedback from adults and peers. They reread and revise their writing for clarity of ideas, improved organization, voice, word choice, and sentence fluency.

**Structure**—Proficient writers create an engaging introduction and an ending that provides closure for the reader. They use transitional words correctly and develop organized, focused multi-paragraph text structures appropriate to the genre.

**Development**--Proficient writers produce well-developed, organized pieces with clear focus. They use effective details to develop ideas and specific words and phrases appropriate to genre to enhance writing. Proficient writers develop voice appropriate to the genre.

**Conventions**--Proficient writers apply rules for punctuation, grammar and usage, paragraphing and capitalization. They spell words correctly in isolation and in their writing. They reread and edit their work independently.

### Mathematics

Needham's elementary mathematics program, *Think Math!* balances mathematical skill fluency with the development of conceptual understanding and problem solving within the following domains of the Massachusetts Common Core standards:

**Operations & Algebraic Thinking**-- Proficient students demonstrate fluency with multiplication and division facts through twelve times twelve and use this knowledge to solve more complex problems. Students are able to use number facts to solve for unknown quantities. They can write and interpret numerical expressions and patterns.

**Number & Operations in Base Ten**— Proficient students can read, write, compare, and round decimals to any place. They add, subtract and multiply multi-digit numbers using the standard algorithm. They divide multi-digit numbers using place value or properties of operations.

**Number & Operations—Fractions**— Proficient students can add, subtract, and multiply fractions and mixed numbers. Students divide unit fractions by whole numbers and whole numbers by unit fractions. Students are able to understand equivalent fractions.

**The Number System**— Proficient students understand positive and negative integers as ways of describing quantities with respect to their relationship to 0.

**Measurement & Data**--Proficient students are able to convert measurement units within a given measurement system. They are able to show, describe, and interpret measurement data on a line plot. They are able to determine the perimeter, area, and volume of a figure.

**Geometry**-- Proficient students can locate and plot points on the coordinate plane in the first quadrant. They can identify and classify two-dimensional and three-dimensional figures based on their properties.

**Problem Solving**-- Proficient students develop a repertoire of problem solving strategies and are able to select and apply the appropriate strategy. They are able to express their mathematical thinking both orally and in written form.

### Science

The fifth grade science program consists of three units. "Simple Machines" introduces concepts such as forces and friction, culminating with a Rube Goldberg engineering design challenge. "Inverts and Verts" introduces classification of animals. "Ecosystem Restorations(new in 2019)" introduces a fictional problem in a Costa Rican rainforest. Through this problem, students learn about photosynthesis, explore matter and energy moving in ecosystems and how scientists develop evidence based arguments. In the "Weather and Water" unit, students collect and analyze data from their school's digital weather station, complete experiments and design challenges to learn about particle theory, the water cycle, and water conservation.

#### Proficiency Scale - Academic

<b>4</b>	In addition to meeting the standard, the student is able to make in-depth inferences and applications that extend beyond what was taught. The student exceeds the January/June standard.
<b>3</b>	The student meets the January/June standard.
<b>2</b>	The student is progressing towards meeting the January/June standard.
<b>1</b>	The student needs more review & reinforcement, requires constant teacher support and assistance to learn and use information. The student is having difficulty meeting the January/June standard.
<b>-</b>	Not taught during this reporting period.
<b>*</b>	See separate progress monitoring report.

#### Proficiency Scale – SEL

<b>E</b>	Established
<b>D</b>	Developing
<b>B</b>	Beginning
<b>NY</b>	Not yet observed
<b>*</b>	See separate progress monitoring report