



GRADE FIVE

CURRICULUM & ASSESSMENT HANDBOOK FOR PARENTS/GUARDIANS

This ***Curriculum and Assessment Handbook*** provides families with information about the instructional program and how their student's progress will be reported throughout the school year.

The following pages show the Report of Student Progress and a description of each performance level. Student progress is reported by standard category using the Performance Level Descriptors. The Performance Level Descriptors reflect those used on the Pennsylvania State System of Assessment (PSSA).

The standards categories as listed on the grade level report of student progress can also be found in this handbook. The standards categories correlate with the standards established in Pennsylvania School Code. For each subject area of the curriculum examples of the concepts, skills and activities for this grade level are listed.

If parents/guardians have any questions concerning the instructional program or their student's progress, they should contact the teacher and the school principal.



GRADE 5 REPORT OF STUDENT PROGRESS

SCHOOL YEAR	
STUDENT	
SCHOOL	
TEACHER	

ATTENDANCE	MP1	MP2	MP3
Days Absent			
Days Tardy			

The purpose of this progress report is to communicate the student's performance level or achievement relative to the district's standards-aligned curriculum and the student's application of grade-level skills.

Criteria for Meeting Performance Levels	
Advanced (A)	<ul style="list-style-type: none"> superior understanding of concepts, skills and strategies with respect to the standard 93-100% mastery on assessment items related to the standard and scored numerically achievement at the highest level on assessment items that are related to the standard and graded with a rubric the ability to apply and extend learning and to explore ideas/topics independently
Proficient (P)	<ul style="list-style-type: none"> solid understanding of concepts, skills and strategies with respect to the standard 80-92% mastery on assessment items related to the standard and scored numerically achievement at the proficient level on assessment items that are related to the standard and graded with a rubric the ability to apply and extend learning and to explore ideas/topics with support
Basic (B)	<ul style="list-style-type: none"> partial understanding of concepts, skills and strategies with respect to the standard 60-79% mastery on assessment items related to the standard and scored numerically achievement one level below proficiency on assessments that are related to the standard and graded with a rubric a need to begin to apply and extend learning and to explore ideas/topics
Below Basic (BB)	<ul style="list-style-type: none"> inadequate understanding of concepts, skills and strategies with respect to the standard less than 60% mastery on assessment items related to the standard and scored numerically achievement at the lowest level on assessments that are related to the standard and graded with a rubric a need for additional, focused instructional opportunities
Work Habits and Social Skills Performance Levels	
Excellent (E) Satisfactory (S) Needs Improvement (N)	

STUDENT NAME:
GRADE 5 REPORT OF STUDENT PROGRESS 2022-2023

Marking Period
1 2 3

ENGLISH LANGUAGE ARTS

Foundational Skills			
Reading Informational Text			
Reading Literature			
Writing			
Speaking and Listening			

MATHEMATICS

Numbers and Operations Base-10			
Numbers and Operations Fractions			
Operations and Algebraic Thinking			
Geometry			
Measurement and Data			

SCIENCE

Inquiry and Design			
Biological Sciences			
Physical Science			
Earth Sciences			

SOCIAL STUDIES

Career Education and Work			
Civics and Government			
Economics			
Geography			
History			

HEALTH AND SAFETY

Concepts of Health			
Healthful Living			
Safety and Injury Prevention			

Marking Period
1 2 3

PHYSICAL EDUCATION

Physical Activity and Movement			
Work Habits and Social Skills			

ART

Production, History, Critique, Aesthetics			
Work Habits and Social Skills			

MUSIC

Production, History, Critique, Aesthetics			
Work Habits and Social Skills			

WORK HABITS

Demonstrates effort			
Comes to school prepared			
Demonstrates a positive attitude			
Works well independently			
Keeps materials organized			
Follows directions			

SOCIAL SKILLS

Respects rights of others			
Demonstrates self-control			
Follows school and classroom rules			
Accepts responsibility for behavior			
Cooperates with others			

Grade Five Standards Based Curriculum

ENGLISH LANGUAGE ARTS

Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students apply these foundational skills to become effective readers.

- Phonics and Word Recognition
- Fluency

Reading Informational Text

Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts.

- Key Ideas and Details: Main Idea, Text Analysis
- Craft and Structure: Point of View, Text Structure, Vocabulary
- Integration of Knowledge and Ideas: Diverse Media, Evaluating Arguments, Analysis Across Texts
- Vocabulary Acquisition and Use
- Range of Reading

Reading Literature

Students read, understand, and respond to works of literature - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts.

- Key Ideas and Details: Theme, Text Analysis, Literary Elements
- Craft and Structure: Point of View, Text Structure, Vocabulary
- Integration of Knowledge and Ideas: Sources of Information, Text Analysis
- Vocabulary Acquisition and Use: Strategies
- Range of Reading

Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Writing Forms:

- Informative/explanatory
- Opinion/argumentative
- Narrative
- Response to literature

Writing Domains:

- Focus
- Content
- Organization
- Style
- Conventions of Language

Writing Process and Research:

- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration: Collaborative Discussion, Critical Listening, Evaluating Information
- Presentation of Knowledge and Ideas: Purpose, Audience, and Task, Context
- Integration of Knowledge and Ideas: Multimedia
- Conventions of Standard English

MATHEMATICS

Numbers & Operations – Base Ten

- Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
- Extend an understanding of operations with whole numbers to perform operations including decimals.

Numbers & Operations – Fractions

- Use the understanding of equivalency to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Operations and Algebraic Thinking

- Interpret and evaluate numerical expressions using order of operations.
- Analyze patterns and relationships using two rules.

Geometry

- Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
- Classify two-dimensional figures into categories based on an understanding of their properties.

Measurement and Data

- Solve problems using conversions within a given measurement system.
- Represent and interpret data using appropriate scale.
- Solve problems involving computation of fractions using information provided in a line plot.
- Apply concepts of volume to solve problems and relate volume to multiplication and to addition.

SCIENCE

Inquiry and Design

- Distinguish between scientific fact and opinion.
- Understand that all scientific investigations involve asking and answering questions about objects, organisms, and events, and comparing the answer with what is already known.
- Plan and conduct a simple investigation, and use data/evidence to construct explanations.
- Use tools and other technologies to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.

Biological Sciences

- Describe how life on earth depends on energy from the sun.
- Compare and contrast the similarities and differences in life cycles of different organisms.
- Explain the concept of a cell as the basic unit of life
- Compare and contrast plant and animal cells.
- Differentiate between inherited and acquired characteristics of plants and animals.

- Describe how organisms adapt to their environment both behaviorally and physically.

Physical Sciences

- Describe how water can be changed from one state to another by adding or taking away heat.
- Explain how the mass of an object resists change to motion.
- Examine how energy can be transferred from one form to another.
- Demonstrate how heat energy is usually a byproduct of an energy transformation.

Earth Science

- Describe the usefulness of Earth's physical resources as raw materials for the human made world.

SOCIAL STUDIES

Career Education and Work

- Develop understanding of individual and personal goals and interests in connection to career choices.
- Understand career acquisition.

Civics and Government

- Understand the rule of law in protecting property rights, individual rights and the common good.
- Describe the basic purposes of government.
- Describe the principles and ideals shaping local state, and national government: Liberty / Freedom, Democracy, Justice, and Equality.
- Interpret key ideas about government and identify individual rights guaranteed by significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.
- Explain why individuals become involved in leadership and public service.
- Describe the responsibilities and powers of the three branches of government.
- Identify the requirements to vote in local, state, and national elections.
- Examine different ways conflicts can be resolved.
- Describe how groups try to influence others.

Economics

- Explain how limited resources and unlimited wants cause scarcity.
- Explain how people's choices have different economic consequences.
- Demonstrate how availability of resources affects choices.
- Describe various economic systems: Traditional, Market, Command.
- Describe factors that influence government's economic decision making.
- Explore ways in which tax revenue is collected.
- Explain why people specialize in the production of goods and services and divide labor.
- Explain the growth in international trade.

Geography

- Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- Describe and locate places and regions as defined by physical and human features.
- Describe the characteristics of places and regions.
- Identify the basic physical processes that affect the physical characteristics of places and regions.
- Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.
- Describe and explain the effects of the physical systems on people within regions.
- Identify the effect of people on the physical systems within a community.

History

- Identify and explain the influences of economic features on continuity and change over time.
- Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
- Compare and contrast common characteristics of the social, political, cultural and economic groups in United States and World history.
- Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical

and human geography, and social organizations.

- Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, economic stability.
- Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.
- Explore African American contributions to history.
- Explore history of the Holocaust.

HEALTH AND SAFETY

Concepts of Health

- Analyze nutritional concepts that impact health.
- Explain factors that influence childhood and adolescent drug use.
- Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
- Identify and describe the structure and function of the major body systems: urinary, endocrine.
- Identify health problems that can occur throughout life and describe ways to prevent them: HIV/AIDS, cardiovascular disease.

Healthful Living

- Explain the relationship between personal health practices and individual well-being.
- Explain the relationship between health-related information and consumer choices.
- Explain the media's effect on health and safety issues.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Analyze environmental factors that impact health.

Safety and Injury Prevention

- Explain and apply safe practices in the home, school and community.
- Know and apply appropriate emergency responses.
- Describe strategies to avoid or manage conflict and violence.

PHYSICAL EDUCATION

Physical Activity and Movement

- Use locomotor and non-locomotor movement.
- Collaborate in cooperative games.
- Develop ability in fitness activities.
- Apply sensory motor skills.
- Develop ability in rhythmic activities.
- Apply team concepts and game strategies.
- Analyze the role of individual responsibility for safety during physical activity.

ART

Production, History, Critique, Aesthetics

- Identify complementary colors.
- Use a simple perspective to create form and space.
- Use patterns and textures.
- Identify works of art: historical, social, and cultural context.

MUSIC

Production, History, Critique, Aesthetics

- Exhibit critical analysis of tonality, vocal, and instrumental timbre.
- Develop aural recognition of jazz styles.
- Exhibit knowledge of jazz as it relates to African-American culture.
- Identify Italian terminology.
- Identify complex rhythms.
- Understand elements of musical theater.