5th Grade Syllabus 2022-2023

5th Grade Teachers Office Hours: 9:05 - 9:50 (Tuesday - Friday)

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Daily Schedule:

Please check each teacher's website for their daily schedule.

Supply List:

Essential Items

6 Wide Ruled Composition Notebooks
3 Pocket Folders with Prongs
1 Pencil Pouch
1 Pair of Headphones or Earbuds
24 Wood Ticonderoga Pencils
4 Expo Dry Erase Markers
12 Elmer's All Purpose Glue Sticks
1 Box of Crayola Color Pencils: 12 count
2 Boxes of Kleenex
2 Flat Pink Erasers
4 Packs of Wide Ruled Notebook Paper

Grade 5 Math

Each 9 weeks consists of 43 days allowing for 2 flex days. The flex days take into account Benchmark testing or days to extend a unit.

1st Quarter			
	Unit	**Standards**	**Pacing**
1	Understand Volume	5.MDA.3 a, b	8 days
2	Multiplication and Division Strategies	5.NSBT.5; 5.NSBT.6	20 days
3	Use Equivalency to Add and Subtract Fractions (cont. into 2nd Quarter)	5.NSF.1; 5.NSF.2	15 days
2nd Quarter			
3	Use Equivalency to Add and Subtract Fractions	5.NSF.1; 5.NSF.2	3 days
4	Represent Algebraic Thinking	5.ATO.1; 5.ATO.2	7 days
5	Expand Understanding of Place Value to Decimals	5.NSBT.1; 5.NSBT.2 a. b; 5.NSBT.3; 5.NSBT.4	12 days
6	Understand Multiplying Fractions by Fractions	5.NSF.3; 5.NSF.4 a, b, c; 5.NSF.5 a, b, c, d; 5.NSF.6; 5.ATO.1; 5.ATO.2	15 days
7	Develop the Concept of Dividing Unit Fractions (cont. into 3rd Quarter)	5.NSF.3; 5.NSF.7 a, b 5.NSF.8; 5.ATO.1; 5.ATO.2	6 days
3rd Quarter			
7	Develop the Concept of Dividing Unit Fractions	5.NSF.3; 5.NSF.7 a, b 5.NSF.8; 5.ATO.1; 5.ATO.2	2 days
8	Solve Problems Involving Volume	5.MDA.3 a, b, c; 5.MDA.4	8 days
9	Perform Operations with Decimals	5.NSBT.7; 5.ATO.1; 5.ATO.2	20 days
10	Classify Two-Dimensional Figures	5.G.3; 5.G.4	8 days
11	Conversions in Real World Problems (cont. into 4th Quarter)	5.MDA.1	5 days
4th Quarter			
11	Conversions in Real World Problems	5.MDA.1	10 days

12	Solve Problems with Fractional Quantities	5.MDA.2	12 days
13	Explore the Coordinate Plane	5.G.1 a, b, c, d; 5.G.2; 5.ATO.3 a, b, c, d	11 days
14	Finalizing Multiplication/Division with Whole Numbers	5.NSBT.5; 5.NSBT.6; 5.ATO.1; 5.ATO.2	10 days

Grade 5 Science

The **Science and Engineering Practices (SEPs)** are the major practices that **scientist**s apply as they investigate and build models and theories about the world, and that **engineers** use as they design and build systems. This is vital, as the fields of science and engineering are related and mutually supportive through the eight SEPs that students DO. The **Crosscutting Concepts (CCCs)** represent seven themes that span across science domains (Physical, Life, Earth and Space, and Engineering, Technology, and Applications of Science) and have value to both scientists and engineers as they identify and connect universal properties and processes found in all domains. The CCCs give students an organizational framework for connecting knowledge from the various disciplines into a coherent and scientific based view of the world. Disciplinary Core Ideas (DCIs) are a set of four science and engineering domains for K–12 science that have broad importance across multiple science and engineering disciplines. The DCIs provide a tool for understanding or investigating more complex ideas and solving problems, relate to the interests and life experiences of students, and are learnable over multiple grades at increasing levels of depth and sophistication. Students should not memorize or learn isolated facts about the DCIs secondhand or apart from the other two dimensions.

Unit 1 - Introduction to Science & Engineering Practices and Crosscutting Concepts

Students will begin exploring how scientists and engineers use the Science and Engineering Practices (skills scientists and engineers use) including asking questions, defining problems, developing and using models, planning and carrying out scientific investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, designing solutions, engaging in argument from evidence, and obtaining/evaluating/communicating information. Students will also be introduced to the Crosscutting Concepts (ways scientists and engineers think about phenomena) including patterns, cause and effect relationships,

scale/proportion/quantity, systems and system models, energy and matter, structure and function, and stability/change. Finally, students will be introduced to the engineering design process where students will define problems before developing and optimizing solutions to local, national, and global issues.

Unit 2 - What is Matter Made Of?

5-PS1-3, 5-PS1-1, 5-PS1-2, 5-PS1-4

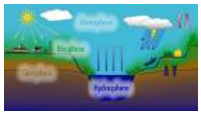
Students will make observations and measurements to identify materials based on their properties. Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, and reflectivity; density is not intended as an identifiable property. Students will develop a model to describe that matter is made of particles too small to be seen. (Examples of evidence supporting a model could include adding air to expand a basketball, dissolving and evaporating salt water, and effects of air particles on larger objects such as leaves.) Matter of any type can be subdivided into particles that are too small to see, but even then, the matter still exists and can be detected by other means. Students will describe that natural objects exist from the very small to the immensely large (Scale, Proportion, & Quantity). A model showing that gases are made from matter particles that are too small to see and are moving freely around in space (and can be detected by their impact on other objects) can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. Students will measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Examples of reactions or changes could include phase changes over time, dissolving, mixing that form new substance, and weighing substances before and after changes. No matter what reaction or change in properties occurs, the total weight of the substances does not change. Students will conduct an investigation to determine whether the mixing of two or more substances results in new substances. Students will describe the cause and effect relationship for when two or more different substances are mixed, a new substance with different properties may be formed.

Unit 3 - From Matter to Organisms

5-LS1-1, 5-LS2-1, 5-PS3-1

Students will support an argument with evidence that plants obtain materials they need for growth mainly from air and water. Without inputs of energy (sunlight) and matter (carbon dioxide and water), a plant cannot grow. Evidence could be drawn from diagrams, models, and data that are gathered from investigations. Students will describe how matter is transported into, out of, and within systems. Students will develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Emphasis is on the idea that matter that is not food (such as air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. Students will describe how a system can be described in terms of its components and

their interactions. The food of almost any kind of animal can be traced back to plants (producers). Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants (either way they are consumers). Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. Students will use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. Examples of models could include food webs or diagrams and flowcharts to illustrate the flow of energy.



Unit 4 - Interacting Earth Systems

5-ESS2-1, 5-ESS2-2, 5-ESS3-1

Students will develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system. Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). Students will describe how these systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. Students will describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Students will describe the scale, proportion, and quantity of water distribution. Nearly all of Earth's available water is in the ocean. Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. Students will evaluate potential solutions to problems that individual communities face in protecting the Earth's resources and environment. Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Unit 5 - Patterns in the Night Sky

5-ESS1-2, 5-ESS1-1, 5-PS2-1

Students will represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Patterns could be revealed from graphical interpretations, various media, diagrams, models, or graphs constructed from data gathered from investigations. Examples of patterns could include the position and motion of Earth with respect to the sun or selected stars that are visible only in particular months. The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. Students will support an argument with evidence that the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. Evidence could be drawn from various media, diagrams, models, or data that are gathered from investigations. (Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness such as stellar masses, age, and stage.) Students describe the scale, proportion, and quantity. The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. Students support an argument that the gravitational force exerted by Earth on objects is directed down. “Down” is a local description of the direction that points toward the center of the spherical Earth. Students describe the cause and effect relationship of how the gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.

Grade 5 Social Studies

**NEW Unit 0: Review
Suggested Pacing: 3-5 Days

During this unit students will revisit concepts and skills that they learned in previous grades. These topics include: the 13th, 14th, and 15th Amendment, Plessy v. Ferguson, and Jim Crow Laws.These topics will serve as background knowledge so that students can apply it to new concepts.

Unit 1Movement
SC State Inquiry Standards
Suggested Pacing: 17 Days

During this unit students will learn about movements that occurred in the United States. Students will explore push and pull factors that led immigrants to America, along with reasons and obstacles settlers faced when moving west. Students will explore the impact the Transcontinental Railroad had on American society.

Unit 2 Economic Expansion
SC State Inquiry Standards
Suggested Pacing: 15 Days

During this unit students will learn about the second Industrial Revolution and how it contributed to the United States economic and political expansion. Students will explore ways in which this expansion impacts different groups within America.

Unit 3 The Role of Government
SC State Inquiry Standards
Suggested Pacing: 35 Days

During this unit students will learn about the cultural and economic impacts of the Roaring 20's, Great Depression and WWI. Students will explore continuities and changes that impacted the United States and South Carolina during this time period.

Unit 4 America and WWII
SC State Inquiry Standards
Suggested Pacing: 28 Days

During this unit students will learn about economic, political and social effects of WWII on America and South Carolina. Students will explore how government policies and new technology affect different groups around the world.

Unit 5 WWII Impact
SC State Inquiry Standards
Suggested Pacing: 24 Days

During this unit students will learn about the continuities and changes regarding the United States international leadership during WWII and after. Students will explore different political ideologies and tensions that developed between the United States and the Soviet Union.

Unit 6 Social Changes
SC State Inquiry Standards
Suggested Pacing: 30 Days

In this unit students will learn about conflicts, innovations, and social changes in the United States and South Carolina, from 1950–1980. Students will explore continuities and changes in race relations in the United States and South Carolina.

Unit 7 Global Connections
SC State Inquiry Standards
Suggested Pacing: 22 Days

In this unit students will learn about global economic, social, and political roles of the United States and South Carolina from 1980–present. Students will explore the impact of technology on American society, and the United States global involvement in humanitarian efforts.

Grade 5 Reading

Launching Reading with Independence
Suggested Pacing: 30 days

This unit is designed to launch the reading workshop and teach students to read with inference and interpretation. Students will develop text-based theories about characters and support those theories with evidence from the text. At the same time, you'll also be working to build a culture which values and supports reading-- lots of it. With reading workshop firmly in place in previous grades, students will likely come into your room well-attuned to how to be a member of a class which values reading.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Applying Foundational Skills in Nonfiction Reading
Suggested Pacing: 25 days

This unit is designed to teach students to notice the underlying structures of texts in order to help them hold onto the central ideas and key details of these texts. The unit highlights the importance of text structures and channels students to focus in on texts of a particular structure for a bit, noting the ways that structure teaches readers. This unit places a strong emphasis on supporting students' abilities to make inferences and grow ideas, always grounding ideas in text evidence.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Tackling Complex Texts
Suggested Pacing: 30 days

This unit is designed to support students in thoughtfully reading complex texts (novels). For your readers to think deeply about the novels they read, it will be important for them to explore ideas they have about their books through writing. Your students should read through a lens that reveals characters' relationships, setting descriptions, and recurring objects. Students will be able to glean big understandings around characters' motivations and the themes carried across the books.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Learning Through Reading
Suggested Pacing: 25 days

This unit is designed to support students in gathering information and analyzing how that information is conveyed, so they can evaluate texts rather than simply summarize them. They will be bringing all they have learned about informational reading, including how to determine central ideas and key supporting details, compare and contrast text structures, and analyze multiple points of view on a topic.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Exploring Themes and Symbols in Texts
Suggested Pacing: 25 days

This unit is designed to acquaint students with the genre of fantasy. To begin, students will read multiple fantasy novels and then widen their reading to include informational texts that offer insights into the settings within their books. In doing so, students will become more analytical in their thinking as they work to connect texts. Students will notice that "A good fantasy is deeply rooted in human experience," (Nikki Gamble and Sally Yates) and will be confronted with new ideas about the themes that live in their books and those that parallel themes in history. All in all, from studying a particular genre, the goal is that your students think, talk, and read texts with deeper understanding and write effectively.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Testing as a Genre
Suggested Pacing: 25 days

Researching Debatable Issues Through Texts
Suggested Pacing: 20 days

This unit is designed to give students yet another meaningful purpose for reading: to make the world a better place. In informational texts, they've learned to discern multiple central ideas, to conduct research to develop their understanding of topics, and to analyze multiple points of view and perspectives on a topic. Now, you will help students use all these skills together and, even more than that, build upon them to become more critical readers. Your students will draw on all they have learned about how to read complex nonfiction in order to

	research and make arguments about debatable issues. This will entail reading arguments and also reading informational texts in a more critical and analytic way. This unit aims to help your students learn to have an informed viewpoint and to communicate it clearly, as well as to listen to others. It aims to help them think about complicated issues with which the world is dealing and to make decisions that will let them live more informed lives and to advocate when needed. There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Grade 5 Writing

Narrative Writing - Revisiting Narratives
Suggested Pacing: 30 days

This unit is designed to provide opportunities to engage in repeated successful practice of the structures and expectations of writing workshop in support of accelerated progress in narrative writing. Knowing that many older writers may be resistant to writing, decisions for this unit need to be made with an eye to increase students' engagement in the work. The unit aims to emphasize that the students will be writing like professionals and engaging in writing work that is similar to published authors. Narrative writing will be strengthened through explicit instruction on generating meaningful ideas and utilizing the story arc to structure these ideas.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Informational Writing - Revisiting the Essentials
Suggested Pacing: 25 days

This unit is designed to accelerate students' growth in this genre while also helping them build their identities as writers, their volume of writing. Above all, the unit aims to help students learn to love writing. The unit provides lots of opportunities to write informational texts on topics of personal expertise and helps them envision the larger topic of an informational text as being comprised of smaller subtopics. Students are given repeated opportunities to practice doing this work and planning and revision strategies to help them.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Argument Writing - Literary/Comparative Essay
Suggested Pacing: 30 days

This unit is designed for students to write essays about reading. The goal is to help students who can already write essays about their lives transfer and adapt that skill so they are also able to write essays about books (and short texts) and eventually, to write essays that compare several texts. This unit falls within the tradition of opinion/argument writing, but it is a unit on text-based reading. Across this unit, you will strengthen students' analytical reading skills and support them in writing well-structured, evidence-based opinion pieces across a variety of text types.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Informational Writing - The Lens of History
Suggested Pacing: 25 days

This unit is designed for students to raise the level of their informational writing, in particular research support writing, by establishing structure, development, and language. This unit of study on research-based informational writing could focus on Westward Expansion, but you can, of course, embed the unit into other content. You will want to make sure that students know enough about the content to write well. Otherwise what will look like writing difficulty will really be knowledge limits. It's impossible for students to write well without a deep knowledge of the topic.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Narrative Writing - Narrative Craft
Suggested Pacing: 25 days

This unit is designed to revisit narrative writing and to convey the expectation for students to draw on all they know from prior years of work, including the repertoire of strategies they have already learned for generating narrative writing. Teaching for transfer, helping writers to draw on all they have already learned about good writing, allows writers to be decision makers. Writers need to assess their work, review their options, and make decisions about the work that needs to be done daily. The level of writing is raised by emphasizing what it means to do any strategy really well and by emphasizing that writers must make decisions based on their plans for a piece of writing, their assessment of the draft, and their full knowledge.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Testing as a Genre
Suggested Pacing: 24 days

Opinion Writing - Shaping Texts
Suggested Pacing: 20 days

This unit is designed to support students in shaping texts from essay and narrative to memoir. Memoir demands an innovative structure, because the writing moves from storytelling to explication. Therefore, students will have to draw on all they know from narrative and opinion writing to tackle this challenging genre.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Grading Policy

All subjects have MAJOR and MINOR grades.

In Math, Reading, Science, and Social Studies:
Major grades are 40% of the final grade.
Minor grades are 60% of the final grade.

In Language Arts:
Major grades are 30% of the grade.
Minors grades are 60% of the grade.
Spelling grades is 10% of the grade.

*Lowest minor grade in each subject will be dropped prior to the report card being issued.

Students will be allowed to make up missing assignments within the nine week grading period.

Grading Scale:

90 - 100: A
80 - 89: B
70 - 79: C
60 - 69: D
50 - 59: F

Homework Policy:

Students will need to study for upcoming tests and read for 30 minutes each night. Study guides will be provided in Math, Science, and Social Studies.

ELearning Policy (inclement weather):

Students will need to complete all assignments in Google Classroom during eLearning days.
Teachers will communicate Google Meet times with students through email and Google Classroom.
Students at home are expected to complete and turn in daily assignments when able.

Communication:

Weekly Newsletters will be emailed to parents on Monday. Grades will be posted in Backpack.
Teacher websites will be updated weekly with new class information. If you have any questions, please contact your child's teacher. Please see contact information at the top of this document.

Classroom Management Plan:

At Lake Forest, we use PBIS (Positive Behavior Intervention and Supports). PBIS is a proactive approach to school-wide discipline. It promotes maximizing student engagement through the implementation of prevention and intervention strategies. *Teachers continually review daily classroom procedures. If you have questions about these procedures, please contact your child's teacher.

	Classroom	Cafeteria	Hallways	Bathroom	Bus
Positive	-Praise others -Share -Take turns -Use calming strategies	-Eat for energy	-Smile -Silent wave	-Wait your turn	-Be a positive role model
Respectful	-Follow directions -Keep hands/feet/objects to yourself -Clean up after yourself -Use manners (say please/thank you)	-Speak clearly and politely with cafeteria staff -Keep hands/feet/objects to yourself -Clean up after yourself	-S & Q-straight and quiet -Keep hands/feet/objects to yourself	-Use bathroom quickly and quietly -Keep hands/feet/objects to yourself -Clean up after yourself	-Speak and listen kindly to others -Follow directions -Keep hands/feet/objects to yourself -Clean up after yourself
Involved	-Ask on topic questions -Answer appropriately -Be prepared -Complete my work in a timely manner	-First 10 minutes of lunch are for eating	-Remember others' personal space	-Wash your hands	-Look out for others
Determined	-Try and try again -Accept feedback -Work to solve problems	-Use table manners	-Keep up with your class	-Flush after use	-Safety first
Effort	-Ask for help -Do your best work -Stay on task	-Be prepared to order	-Walk safely	-Use only what you need	-Sit correctly