

Welcome to Curriculum Night!!

Valley Ranch Elementary

Fifth Grade

2014-2015

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Elementary Handbook Reminders and Information



Attendance Guidelines

- *Students may arrive no earlier than 7:30 a.m. and are considered tardy after 7:50 a.m. **All tardy times count up towards a day of absence.**
- * A student must be present at least 90% of the days school is in session. Absences of ten or more days or parts of days within six months or three or more days or parts of days within a four week time period are considered excessive absences or tardies.
- *To prevent misunderstandings, please call the office when your child will be absent. When your child returns, please provide documentation pertaining to the absence (doctor's note, parent note). The note should include the date of the note, the name of the child, the date of absence or tardy, the reason of absence or tardy, and a parent/doctor's signature. **Failure to provide a note within five days will result in an unexcused absence.** Emails are NOT acceptable.
- *Vacations are not an acceptable cause for an excused absence. All requests for pre-planned absences must be approved in writing by the office prior to leaving. The office will communicate with the teacher regarding the approval of the absence and the provision for advance assignments.

Arrival and Dismissal Procedures

- *Please do not park in the pick up line. Please park in the parking lot and use the crosswalk to come across and pick up your child.
- *If your child walks to school, they need to go the corner by the crossing guard to cross safely. Please remind them not to cut through the parking lots or driveways.
- *Students must be picked up promptly at the end of the day. Campus personnel remain on duty following official dismissal for fifteen minutes. After that time, parents must come in to the office to retrieve their child. Repeated violation of pick up procedures may necessitate an official reporting of failure to provide appropriate supervision.

Dress and Grooming

- *Shorts should be walking-type, with fingertips meeting the bottom of the hem.
- *Sweatsuits are allowed if they are neat and in good condition.
- *Pants must be cinched at the waist and hemmed.
- *Non-permitted clothing includes cutoffs, short shorts, bicycle pants, tube tops, halter tops, half shirts, clothing with symbols, signs, or emblems that depict items considered satanic or demonic, death, or gang-related symbols or colors, anything offensive or obscene, and anything to do with tobacco, alcohol, drugs, or other prohibited substances.
- *Students are not permitted to wear hats inside the building other than on special days designated as appropriate by school administration.

Medicine

- *Please send medicine to school in its original container with a note.
- *Under House Bill 1688, students with asthma may self-administer their medication under certain guidelines.
- *Students may have cough drops if accompanied with a note from the parent.

Visitors

- *Always sign in at the front office first.
- *The office will give you a visitor badge to wear while you are in the building.

School parties

- *Only two parties are allowed per year; Winter Holiday Party and Valentine's Day Party.
- *Students may bring treats for a birthday celebration. These will be shared with the class at the end of the lunch period.
- *If party invitations are sent to school for distribution, each student in the class must receive an invitation. If there is not one for every student, please send these out some other way.



Grade Level Expectations

Binder

*You will find any papers from the office, PTO, or daily work done together in class in this folder.

*You may also find unfinished class work in the individually labeled areas that needs to be completed at home and returned when due.

Planner

*Each day the students are responsible for writing down their homework or unfinished classwork in the planner. The teachers will use the planner as a way of communication. They may also periodically check to see that students are using it correctly and getting it signed.

*The planner should be signed at home daily. It is the student's responsibility to show the planner to parents every day. Please help them get into this routine.

Grades

*Grades will be given on class work, tests, projects, and participation in discussions or other oral material in class. Homework will be corrected, but will not be given a grade. Assignments may not always have a number or letter grade on them, however we do check to make sure all work has been finished and turned in. Any assignments with a grade below 70% will be corrected. After being regraded, the student has the possibility of raising the grade up to a 70%. You may view your child's grades through the portal at any time.

Homework Policy

*We have high expectations for your child. Please check with your child and their planner every day for assignments that need to be completed. If your child fails to complete any work, he or she will need to finish it in study hall.

Newsletter and Website

*Newsletters will be emailed. Please make sure your email address is correct and current in the portal and with your homeroom teacher.

*If web access is not available, you may request a hardcopy of the newsletter to be sent home.

*The VRE website can be found at <http://www.coppellisd.com/vr/site/default.asp> .

*The MAP informational brochure is located on the VRE website.

Dates to Remember...

Room Parent meeting: October 15th @ 3:15

Sky Ranch deposit: October 9th (\$50)

Poinsettia sales: October 6th-November 3rd (tentative)

Community Night: October 23rd

Poinsettia delivery date: TBA (Early December)

Holiday program: December 11th @ 6:30

Omni Hotel performance: TBA (sometime in December)

Holiday party: December 19th

Spelling bee: TBA (sometime in December/January)

Apex "Fun Run" Fundraiser: February 2nd-13th

Holiday party: February 13th

Math STAAR test: March 30th

Reading STAAR test: March 31st and May 12th (retake)

Science STAAR test: April 22nd

Sky Ranch parent/Chaperone meeting: April 16th @ 5:30

Sky Ranch: April 29th-May 1st

Recognition Parent Meeting: May 5th @ 3:15

5th grade pep rally: May 21st

Field day: May 22nd

Career day: TBA

5th grade recognition: June 4th @ 9:30 a.m.

5th Grade Language Arts/Reading:

Language Arts:

- Sentence structure, parts of speech, and vocabulary
- Writing process (plan, draft, revise, edit, publish) incorporating technology
- Use a dictionary, glossary, and/or thesaurus (printed or electronic) when writing, for meaning, pronunciation, word choice, and parts of speech
- Research for writing informational, expository, and persuasive pieces
- Persuasive writing to influence attitudes or actions of audiences and issues
- Oral and written conventions: handwriting, capitalization, and punctuation. Use is appropriate and writing is legible.
- Listening and speaking conventions: Comprehension skills in formal/informal settings, spoken words are clear and concise, and complex stating/restating
- Use of compound sentences, subordinating conjunctions, transitional words
- Write formal/informal letters to convey ideas, show closure, and correct conventions
- Use of multiple text features and graphics to locate information
- Produce analogies with known antonyms and synonyms
- Oral and written conventions: adjectives and adverbs to create complex meaning
- Identify and explain idioms, adages, sayings
- Write imaginative stories with plot and point of view, and dialogue
- Create multi-paragraph essays to convey information
- Oral and written conventions: make connections across multiple texts and use of prepositions/prepositional phrases to convey location, time, direction, or details
- Poetry study and writing
- Use of figurative language
- Research/Research plan using open ended questions and gathering information
- Citing sources used in research
- Writing personal narratives about one's own experiences

Reading:

- Vocabulary usage and understanding increases for reading purposes
- Use of context clues to determine or clarify meaning of unfamiliar words
- Reading comprehension of literary text/theme and genre
- Understand cultural and historical events in different types of genre
- Summarize main ideas and supporting details in a text

- Oral conventions: explain effect of historical events on literature, the roles and functions of characters, and different points of view
- Reading comprehension of informational texts: know how to gather and use information in documents and procedural pieces
- Includes continued practice of the above
- Reading comprehension of Nonfiction
- Reading comprehension of Drama
- Analysis and understanding of cause/effect, compare/contrast, and sequential/logical order
- Recognize exaggerated, contradictory, or misleading statements in text
- Increased independent reading and comprehension of the text
- Monitor and adjust comprehension using reading strategies
- Fluency increase in read aloud grade-level stories
- Increased comprehension of culturally diverse texts
- Greater understanding of informational texts
- Increased understanding of types of media on meaning
- Independent reading time and comprehension increase
- Continued practice of listening/speaking
- Reading comprehension of poetry
- Greater reading fluency of grade-level texts
- Increased vocabulary
- Greater understanding of culturally diverse texts
- Greater understanding of informative texts

Spelling:

- Spell words with Greek and Latin roots and suffixes
- Spell words with more advanced orthographic patterns and rules
- Use of technology to aid in correct spelling

5th Grade Mathematics

Mathematical Process

- Apply mathematics to everyday life
- Use problem solving models
- Use of tools including manipulatives, paper and pencil and technology
- Communicate mathematical ideas using multiple representations including symbols, diagrams, graphs
- Create and use representations to organize, record and communicate mathematical ideas
- Analyze mathematical relationships
- Display, explain, and justify mathematical ideas and arguments

Numbers, Operations, and Quantitative Reasoning

- Expanded notation
- Place value through thousandths place
- What $<$, $>$, $=$ symbols mean
- Various rounding and estimation strategies
- Standard multiplication algorithm and various other multiplication strategies
- Standard division algorithm and various other division strategies
- Area model
- Properties of operations
- Various addition and subtractions strategies
- Addition and subtraction of fractions with different denominators
- Division of a fraction by a whole number, division of a whole number by a fraction
- Pictorial models of various operations
- Addition and subtraction of positive rational numbers

Algebraic Reasoning

- Four basic operations
- Equations using a letter to represent an unknown quantity
- Rules and numerical patterns
- Graphing equations
- Additive and multiplicative numerical patterns in the context of a graph
- Parentheses and brackets and how they are similar and different
- Numeric expressions
- Simplifying numerical expressions (no exponents)

Geometry and Measurement

- How to develop the formula for the volume of a rectangular prism and a cube
- Customary and metric system
- Unit conversions within a system
- Represent area and perimeter
- Solving problems involving measurement

Data Analysis

- Coordinate plane attributes
- Process of graphing an ordered pair
- Description of the first quadrant on a coordinate plane
- Real-world application and uses of a coordinate plane
- Uses for discrete data
- Frequency table, dot plot, bar graph, stem-and-leaf plot, scatter plot (uses for data in these formats)
- Represent categorical data with bar graphs, and frequency tables
- Represent numerical data (whole numbers, fractions and decimals) with dot plots and stem and leaf plots
- Represent discrete paired data on a scatterplot
- Solve problems using a frequency table, dot plot, bar graph, stem-and-leaf plot, and scatter plot

Personal Finance

- Income tax, Payroll tax, Sales Tax and Property tax
- Gross and net income
- Advantages and disadvantages of different types of payment
- Systems for financial records
- Balanced budget

Science

Earth Science

Earth's Surface

- Processes that led to formation of rocks and fossils
- Recognize how landforms are formed and change over time
- Identify alternate energy sources
- Identify fossils as evidence of the past using models

Patterns in the Natural World

- Differentiate between weather and climate
- Explain how the Sun and ocean interact
- Demonstrate and explain Earth's rotation
- Identify and compare Sun, Earth, and Moon

Life Science

Relationships, Systems, and Cycles of the Environment

- Observe how organisms live and survive in their ecosystem
- Describe how the flow of energy is derived, used, and transferred
- Predict effects of changes in an ecosystem
- Identify significance of carbon dioxide-oxygen cycle

Organisms Processes and Structures

- Compare species life and survival structures and functions
- Differentiate between inherited traits and learned behaviors
- Describe differences between complete and incomplete metamorphosis

Physical Science

Matter

- Classify matter based on physical properties
- Identify points on the Celsius scale
- Demonstrate mixtures maintaining physical properties
- Identify changes in physical properties

Force, Motion, and Energy

- Explore uses of energy
- Demonstrate the flow of electricity
- Demonstrate how light travels
- Design an experiment to test the effect of force

Spiraling Concepts

Safety Procedures and Ethical Practices

- Demonstrate safe practices and use of safety equipment
- Making informed choices

Use Scientific Methods

- Describe, plan and implement investigations with one variable
- Ask well-defined questions, form testable hypothesis, select and use appropriate equipment
- Collect information
- Analyze and interpret information to form reasonable explanations
- Repeat investigations to increase reliability
- Communicate valid conclusions
- Construct graphs, tables, maps, and charts using technology to organize, examine, and evaluate information

Critical Thinking and Scientific Problem Solving

- Analyze, evaluate, and critique scientific explanations using evidence, reasoning, and testing
- Evaluate information from products and labels
- Draw or develop models of how something looks or works
- Connect information with the history of science, science careers, and scientist contributions
- Draw conclusions on what "may have happened before" using given data

Use Scientific Tools to Investigate

- Collect, record and analyze information with scientific tools
- Use safety equipment

Health

- Nutrition and exercise
- Body systems
- Human growth and development
- Harmful and helpful drugs and their effects
- Responding to emergency situations
- Safe and unsafe personal behaviors (ways to say no, peer pressure, healthy friendships, communication with family, peers, and adults, etc.)
- Stress management
- Health related media and technology
- Environmental protection
- Decision making, problem solving, and goal setting

Social Studies Curriculum Overview

In 5th grade the social studies focus is American History. The students will travel through US History from the time of the Native Americans to the current day 21st century. Below is an overview of the US history focus through the school year.

Native Americans:

- explain the economic patterns of various early Native-American groups in the United States
- identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups

Exploration and Colonization:

- identify the economic motivations for European exploration and settlement in the United States
- explain when, where, and why groups of people colonized and settled in the United States
- identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
- compare the systems of government of early European colonists and explain their economic patterns
- identify major industries of colonial America

Colonization of America:

- describe the development of the free enterprise system in colonial America and the United States
- describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams

American Revolution:

- identify the purposes and explain the importance of the Declaration of Independence
- analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party
- identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington
- summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions
- analyze how people in different parts of the United States earn a living, past and present

Formation of the U.S. Government

- explain the purposes of the U.S. Constitution
- summarize the events that led to the creation of the U.S. Constitution
- identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution
- distinguish between national and state governments
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
- summarize the reasons for the creation of the Bill of Rights
- describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government

- summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens
- sing or recite The Star-Spangled Banner and explain its history

19th Century:

- identify examples of U.S. territorial expansion
- identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States
- describe the causes and effects of the Civil War
- explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution
- analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present
- explain how individuals can participate in civic affairs and political parties
- analyze the role of the individual in national elections
- identify significant individuals such as Cesar Chavez and Benjamin Franklin
- explain how to contact elected and appointed leaders in the national governments
- identify leaders in the national governments, including the president and selected members of Congress
- identify and compare leadership qualities of national leaders, past and present

Continue in the 19th century:

- explain how industry and the mechanization of agriculture changed the American way of life
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- analyze how developments in transportation and communication have influenced economic activities in the United States

20th Century:

- analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression
- identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics