



# 5TH GRADE HANDBOOK



Welcome to 5th grade at Macfarlane Park Magnet Elementary!! Our students are responsible, global citizens. We believe that every child has unlimited potential. As a 5th grade community of lifelong learners, we will work hard to have a fun and successful year. IB students choose, act, and reflect to make a difference in the world.

Our PYP units of inquiry facilitate inquiry-based learning with a global perspective. Each unit includes a relevant field trip to bring learning to life. The central ideas include human decision making, individual roles to create balance in society, changes in global communities in response to exploration, and forms of expression to address global issues. The classroom activities require critical thinking, organization, research, and collaboration. During our culminating PYP Exhibition, students share their service-learning project to showcase their elementary years and demonstrate readiness for middle school.

# 5TH GRADE

## HOME – SCHOOL CONNECTION

### Homework Policy

In 5th grade, students will generally have about 30 minutes of homework each night. This may include Math, Science, Reading, and research. Homework reinforces skills taught in class; therefore, students should be able to complete the assignments independently. Please, notify your teacher if you see your child struggling so we can work together to support their learning.

Students will have access to their textbooks online through Clever. They will receive their login information from their teachers. All daily learning objectives and homework assignments will be recorded in the student planners. Please make sure you review the planner at least once weekly to check in on your child's progress. This creates an effective team of parent, teacher, and student.

### Home – School Communication

The primary form of communication will be the student planner which goes home and returns each day. In addition to homework assignments, it can be used to send notes from and to home. This allows the teacher to respond promptly without interrupting instructional time. Class Dojo will also be used regularly for more immediate communications.

There will be both student-led and teacher-led conferences throughout the year. The dates, times, and schedule sign-up will be sent well in advance of each of these. If you feel the need to contact teachers in between conference periods, please call the school, send a note, or an email so a conference may be arranged. Please be aware that spontaneous conferences cannot take place while teachers are supervising other children. We will gladly work with you to find a time that works for both of us!



# 5TH GRADE SPECIAL EVENTS

## Field Trips

Fifth grade will go on multiple field trips this year. We are tentatively planning trips to NASA, MOSI, and the local museums. to align with our IB units. There will also be one field trip related to a service project. In addition, PTA will facilitate an end-of-the-year trip to Universal Studios. We will need several volunteers for these trips and each volunteer must complete a volunteer form and background check found through the district website.

## Exhibition

Exhibition is the 5th grade rite of passage. In small groups of 3-4, students will be responsible for choosing a topic of local and global significance, researching this topic, taking action on the issue, and presenting this information to the community in May. Students will be mentored by a school staff member to make sure their experience with this final project is as enriching as it can be!

## Banquet

5th Graders celebrate their graduation in May with a special banquet in their honor. This banquet is a time to bring to light the success of each student before heading off to middle school.

## Clap Out

On the last day of school, 5th graders parade in the hallway for their final farewell! Please join us on that day to “clap-out” our wonderful students as they become official middle schoolers.





# LEARNING OBJECTIVES ENGLISH LANGUAGE ARTS (ELA)

Throughout the intermediate grades, the focus of language arts instruction transitions from “learning to read” to “reading to learn”. Communication skills are used all the time in all subject areas. As such, they are directly and indirectly taught throughout the school day in all content areas (science, social studies, etc.) as well as during the designated language arts block.

## Foundational Skills

Use knowledge of grade-level phonics and word-analysis skills to decode words.

Read grade-level texts with accuracy, automaticity, and appropriate expression.

## Reading

Explain how figurative language contributes to meaning in a poem and literary text

Analyze an authors purpose and/or perspective in an informational text.

Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

Summarize a text to enhance comprehension. Include plot and theme for a literary text .Include the central idea and relevant details for an informational text.

Describe how an author develops theme and a characters perspective in a literary text.

Compare and contrast primary and secondary sources related to the same topic.

Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

## Communication

Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Use digital writing tools and multimedia elements individually or collaboratively to plan, draft, and revise oral and written tasks.

Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

Demonstrate fluent and legible cursive writing skills.

Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

## Vocabulary

Apply context clues, Greek & Latin roots/affixes, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of unfamiliar words.

# LEARNING OBJECTIVES MATHEMATICS

Mathematics is an international language through which students construct meaning using numbers and operations. Rather than learning a series of memorized facts, an understanding of the concepts in order to solve real-world problems. Instruction is differentiated to guide students from where they are to their fullest potential.

## Number Sense Operations

Read, write, and compare multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.

Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.

## Algebraic Reasoning

Solve multi-step real-world problems involving any combination of the four operations with whole numbers and/or fractions, including problems in which remainders must be interpreted within the context.

Given a rule for a numerical pattern, write a rule that can describe the pattern and use a two-column table to record the inputs and outputs.

Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.

Evaluate multi-step numerical expressions using order of operations.

Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.

## Measurement

Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.

Solve multi-step real-world problems involving money using decimal notation.

## Fractions

Represent the division of two whole numbers as a fraction.

Perform addition, subtraction and multiplication operations with fractions.

## Geometric Reasoning

Classify two-dimensional figures and three-dimensional figures based on defining attributes.

Find the perimeter and area of rectangles with fractional or decimal side lengths.

Solve problems involving the volume of right rectangular prisms.

Plot points and represent problems on the coordinate plane.

## Data Analysis and Probability

Collect, represent and interpret data and find the mean, mode, median or range of a data set.

# LEARNING OBJECTIVES SCIENCE

In 5th grade science, students inquire about the nature of science by making predictions and using process skills. Using scientific tools they will investigate physical, life, and space science concepts and explore universal laws.

## Life Science

Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

Compare and contrast the function of organs and other physical structures of plants and animals, including humans.

Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

## Physical Science

Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

Recognize that all matter is composed of parts that are too small to be seen without magnification.

Investigate and describe that many physical and chemical changes are affected by temperature.

Recognize that the flow of electricity requires a closed circuit, and identify and classify materials that conduct electricity and materials that do not.

## Earth and Space Science

Recognize that a galaxy consists of gas, dust, and stars, including any objects orbiting the stars.

Distinguish among objects of the Solar System -- Sun, planets, moons, asteroids, comets.

Explore traits of the water cycle as gas, liquid, or solid that can go from one state to another.

Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

## Nature of Science

Define a problem, plan and carry out scientific various types of investigations.

Recognize and explain the difference between personal opinion/interpretation and verified observation.

Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

# LEARNING OBJECTIVES

## SOCIAL STUDIES

In Social studies we focus on where we are in place and time and compare that with different times in history. We focus on U.S. History from ancient American civilizations to current events. Our studies include geography, economic issues, civics, African American history, and global citizenship.

### American History

- Reflect on the exploration and settlement of early Florida including prominent groups and people.
- Explore technological advances and industrialization in Florida.
- Utilize timelines to sequence key events in Florida history.
- Identify the causes and effects of the Roaring 20's, the Great Depression, and WWII in Florida.
- Describe the effects of immigration, the United States Space Program, and tourism on Florida.
- Identify Florida's role in the Civil Rights Movement.

### Geography

- Examine political and physical maps to identify physical features, cultural features and impact of weather in Florida.

### Economics

- Identify entrepreneurs from various backgrounds who have influenced Florida and local economy.
- Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

### Civics

- Explain why the Florida government has a written Constitution. Students will recognize that every state has a state constitution and the relationship between it, the government and citizens.
- Explore civic and political participation in Florida.
- Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.
- Compare the structure, functions and processes of local and state government.

### Financial Literacy

- Explore financial literacy concepts including earning income, goods and services, saving, credit, investing, and insurance.

### African American History

- Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel Chappie James, Bob Hayes, Sylvia Fowles).

# VISUAL ARTS

The arts engage students in creative processes through which they explore and develop skills in a continual cycle of action and reflection. Exposure to and experience with arts opens doors to questions about life and learning.

## 5th Grade Learning Objectives in Art

- Develop good craftsmanship and collaboration skills.
- Explore and identify artwork that have inspired artists to produce work and that honor a particular person, group, event or culture.
- Describe, interpret, analyze and judge visual imagery. Describe (I see...), Interpret (I think...), Analyze (The artist used...), Judge (I like/or don't like the artwork because...).
- Distinguish between the Elements and Principles of Art including Color (color wheel, monochromatic color scheme), Value (tint, shade), Space (overlapping); Balance, Unity, sculpture and portrait.
- Create artwork using a variety of resources, materials and skills to solve visual challenges that convey meaning.
- Explore and identify artists that were inspired to produce work that honors a particular person, group, event, or culture.
- Apply creative solutions to solve an artistic problem.
- Identify the work of local artists to become familiar with art careers.
- Discuss the importance of copyright law in regard to art production.





# GENERAL MUSIC

Music students explore, develop, and refine their musicianship through listening, singing, expressive movement, playing instruments, creating, and performance while making relevant connections to PYP Units of Inquiry. Students are exposed to music from a variety of cultures, are encouraged to ask questions, and create their own developmentally appropriate performances and compositions. Much of our assessment techniques in music class are performance-based with teacher and/or student observation. Students are encouraged to self-assess their progress and develop reflections based upon their learning. Cooperative learning strategies are frequently used during music instruction.

## 5th Grade Learning Objectives in Music

- Sing songs, from a variety of cultures, in a variety of forms while using head voice and maintaining pitch (ex: unison, rounds, partner songs)
- Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices; identify how expressive elements and lyrics affect the mood or emotion of a song
- Classify individual orchestral and band instruments as strings, woodwinds, brass, or percussion (ex: violin, viola, cello, string bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, tuba, snare drum, bass drum, timpani, cymbals)
- Describe, using correct music vocabulary, what is heard in a specific musical work
- Perform extended melodies at sight from the treble clef staff
- Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.



# STRINGS PROGRAM

In the 5th-grade IB PYP strings program, students will embark on an exciting journey of musical exploration and skill development with the violin. This class is designed to build a strong foundation in both the technical and theoretical aspects of playing the instrument, ensuring that students gain confidence in their abilities. Through a blend of hands-on practice and guided instruction, students will develop a deep appreciation for music, while also learning to interpret and perform a variety of musical pieces with precision and expression.

## 5th Grade Learning Objectives in Strings

- Demonstrate an understanding of how to properly care for the instrument and bow
- Identify the parts of the instrument and bow
- Demonstrate an understanding of correct posture in rest and playing position
- Demonstrate an understanding of how to correctly apply rosin to the bow
- Be able to play on the open G, D, A, and E strings with good tone
- Be able to echo teacher on simple rhythmic patterns on the open G, D, A, & E strings
- Be able to play step-wise motion on the G, D, A and E strings, using fingers 1, 2, and 3
- Be able to play skip-wise motion on the G, D, A and E strings, using fingers 1, 2, and 3
- Identify and define a range of dynamic markings—pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo
- Identify and define basic tempo markings—Largo, Allegro, and Presto—and play appropriately
- Identify and define forms in music—AB, ABA, Theme and Variations
- Identify and define forms of notation—quarter note, quarter rest, pair of eighth notes, half note, half rest, whole note, whole rest, dotted half-note, music staff, measure, bar line, final bar line, repeat sign, treble clef, fermata, time signature, sharp, flat, 1 st & 2nd ending, fine, group of 4 sixteenth notes, D.C. al Fine, legato, staccato, accelerando, ritardando
- Identify different musical genres—classical music and popular music



# WORLD LANGUAGE

All students at Macfarlane Park participate in our Spanish Language and Culture Program. Students learn to interpret and present information, concepts, and ideas orally from a variety of authentic sources on a variety of topics in Spanish. Students will also learn to engage in conversations and exchange information in writing in Spanish. Finally, students will practice using the Spanish language to gain knowledge and demonstrate understanding of key components of Hispanic cultures.

## 5th Grade Learning Objectives in Spanish

- Use a variety greetings, introductions, & farewells- formal and informal
- Use a variety of ways to give name and age Use multiple ways to ask and give dates
- Give/follow simple and complex commands Identify school supplies and classroom objects and use "Necesito.." (I need) or "Quiero.." to ask for things in the classroom
- Special letters: h, j, ñ, ll, rr hard and soft sounds c & g
- Use beginning/ending ¿ ? , ¡ ! in sentences
- Use appropriate gender rules: feminine, masculine, singular and plural
- Numbers 0-100 count by 10's & 100's Use correct vocabulary to add and subtract 2-digit numbers & 1-digit multiplication
- Ask and tell time in hours, ½hour and minutes
- Ask, tell and describe by color (light & dark), shape, texture, & size of something
- Recite the US Pledge of Allegiance in Spanish
- Identify, ask and talk about food preferences
- Tell and ask what to eat/drink for breakfast, lunch and dinner
- Describe various articles of clothing
- Create dialogue to order food in a restaurant
- Create "all about me" one-pager - describe self, likes, hobbies, goals, ...
- Culture overview- Celebrations and traditions of Latin American countries,





# (PSPE) PERSONAL, SOCIAL, PHYSICAL EDUCATION

Physical Education is an integral part of the holistic development to each student here at Macfarlane Park IB School. From social interactions to gross and fine motor skill development, each student has a responsibility to be an active participant in all physical education activities.

## 5th Grade Learning Objectives in PSPE

### *Social and Character Development*

- Exhibits responsible social behavior that respects oneself and others.
- Values physical activity for health, enjoyment, self-expression, and social interactions.
- Academic Language: movement, body shapes, levels, expression, rhythm

### *Educational Gymnastics*

- Demonstrate a knowledge and competency in a variety of movement forms related to educational gymnastics.
- Create a sequence of balance, roll, balance in variety of applications.
- Academic Language: Sequence, balanced pose, tempo, mirroring, matching

### *Safety*

- General safety, aquatics, bike and pedestrian safety

### *Nutrition*

- Differentiate between healthy and unhealthy food choices.
- Plan a well-balanced meal based upon knowledge of healthy food choices.

### *Wellness*

- Understands the benefits of leading a healthy lifestyle
- Identify opportunities in the school and community to participate in physical activity.

**RECESS** – IB students will participate in 20 minutes of supervised and unstructured free-play per day. Unstructured free-play is recognized as an essential component of the total educational experience.





● Macfarlane  
Park  
Elementary

# MACFARLANE PARK SCHOOL



# WELCOME!

Phone call  
**(813) 356-1760**



IB Coordinator Email Address  
**angela.hartle@hcps.net**



Website  
**www.hillsboroughschools.org/  
macfarlanepark**



Office Address  
**1721 N Macdill Av  
Tampa, FL 33607**

