



Wayne-Westland
COMMUNITY SCHOOLS



*Parent Guide
Fifth Grade
Learning
Standards
2009 – 2010*



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Mission Statement

The Wayne-Westland Community Schools, in cooperation with parents and the community, will educate and prepare all of our students to be knowledgeable, responsible, contributing members of a global society.



**Wayne-Westland
Community Schools**

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Social Studies

Building upon the geography, civics/government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Although the content expectations are organized by historical era, they build upon students' understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

- **Beginnings to 1620:** The content expectations focus on American Indians living in North America before European exploration. The geographic concepts of spatial awareness, places and regions, human systems, and human-environment interactions are addressed throughout the era as students study American history to 1620. An introduction to life in Africa as a foundation for examining interactions among Europeans, American Indians, and Africans from the 15th through the 17th centuries demonstrates how economic concepts influenced the behavior of people and nations. Students apply the tools of the historian by using primary and secondary sources to compare European and American Indian cultures, using previously established criteria.
- **Colonization and Settlement:** Fifth grade students enhance their understanding of historical perspective by analyzing the perspectives of different groups living in colonial America. The expectations require students to apply concepts of government and economics to further understand the Southern, New England, and Middle colonies as they learn about the establishment of colonial settlements, development of colonial governments, role of religion, relationships between colonists and American Indians, and development of the institution of slavery. By comparing the different colonial regions that developed with respect to politics, economics, religion, social institutions, and human-environment interactions, the expectations prepare students for American history in middle school serving as the precursor for the regional and racial issues that culminated in the Civil War.

- **Revolution and the New Nation:** The expectations in this historical era emphasize significant ideas about government as reflected in the Declaration of Independence and the role of key individuals and groups in declaring independence. Emphasis is placed on how colonial experiences and ideas about government influenced the decision of the colonists to declare independence. By exploring the political ideas underlying the Articles of Confederation and the subsequent adoption of the U.S. Constitution and Bill of Rights (with particular emphasis on the rights contained in first four amendments), the values and principles of American democracy are revisited through a historical context.
- **Public Discourse, Decision Making, and Citizen Involvement:** The expectations continue to stress the importance of citizen action in a democratic republic as students expand their ability to address public issues. Students concentrate on contemporary public issues related to the Constitution and identify the related factual, definitional, and ethical questions. Students are required to demonstrate increasing sophistication in their abilities to communicate a position on more complex national public policy issue and support it with a reasoned argument.

Science

In this grade, problem solving and investigating ways to construct and use knowledge is emphasized. The scientific method is used in extended units throughout the year. Units will include:

- Process Skills
- Motion and Design
- Human Body System
- Astronomy and Planetarium



Grade Level Content Expectations (GLCEs) have been established by the Michigan Department of Education for English Language Arts and Math. These are described in the parent guides available from MDE or your school office.

Special Area Classes

Wayne-Westland Community Schools provide instruction in five elective content areas for all elementary students in grades kindergarten through fifth grade. The five classes are music, visual arts, physical education, media information, and life skills. Each class meets for 50 minutes, (kindergarten for 20 minutes), once a week. The curriculums for each class is based on the state and national standards and benchmarks. Lessons are planned to support the core content areas.

A brief summary of each class is as follows:

- **Music:** experiences include singing, listening, creating rhythms, and learning about musicians. Fifth graders explore sound production on electronic equipment.
- **Visual Arts:** experiences include drawing, painting, designing, and sculpting, as well as working in clay, paper, and fibers, to develop visual, spatial, and manipulative skills.
- **Physical Education:** students are taught basic skills in a variety of sports activities, with much attention to physical fitness.
- **Media Information:** experiences include reading, viewing, listening, and using technology for understanding, enjoyment and to access information.
- **Life Skills:** experiences include units in character education, nutrition/health, career awareness, and problem solving.

