Whitefish Bay
SCHOOL DISTRICT
An Exceptional Place to Learn

Curriculum Overview: Grade 5





SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

School Year 2026-2027

Whitefish Bay
SCHOOL DISTRICT

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.

Curriculum at the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, the district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six to seven years through the district curriculum renewal and design process. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

Our state-adopted academic standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. The balance between content and process sets the foundation for future learning for college, career, and life readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. Teachers develop trusting relationships with students, and among the students in the classrooms, to maintain a nurturing climate where learning can flourish. Reading and mathematics instruction are offered in flexible, large, and small group settings. Inquiry learning activities develop conceptual understanding of mathematics, science, and social studies. Students in first through fifth grade will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media, and guidance, along with the integration of global digital literacy skills, are other important components that contribute to the vitality of the elementary level program.

While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, talent development identification and programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com, select the district link and then select Teaching and Learning. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the teaching and learning office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Mike O'Connor
Director of Teaching and Learning Services, School District of Whitefish Bay

Grade 5 Mathematics

Mission Statement:
When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn (Adding It Up, National Research Council, 2001).

In *Illustrative Math*, teachers create the conditions for collaborative learning opportunities and academic language development for all students. Teachers engage students in instructional routines that invite students into every lesson which involves problem-solving contexts that are supportive of all learners. Students have the opportunity to build math vocabulary and mathematical language routines throughout all lesson activities to support their overall growth as a mathematician. Additionally, students work to develop a deep understanding of mathematical concepts, grow fluency, and solve math problems that are a part of their everyday life. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns with the Common Core State Standards for Mathematics.

In fifth grade, instructional time will focus on three critical areas within a Common Core Curriculum; (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication and division of fractions in limited cases; (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In addition to the critical areas listed above, in fifth grade students will know and understand at a grade appropriate level:

- how to make sense of problems and persevere in solving them.
- how to model with mathematics and attend to precision.
- writes and interprets numerical expressions using order of operations.
- generates and forms ordered pairs using two number patterns with two given rules.
- explains the meaning of place value.
- how to fluently multiply multi-digit whole numbers with standard algorithm.
- uses appropriate tools strategically.
- divides a four-digit by a two-digit whole number.
- explains their reasoning or strategy to add, subtract, multiply and divide decimals to the hundredths.
- the use of several strategies when solving problems.
- reads, writes, rounds and compares decimals to thousandths.
- how to collect and organize data in charts, graphs and written format.
- mixed numbers and improper fractions.
- converts like measurement units within a given measurement system.
- geometry concepts relating to the shapes and sides of figures, and congruence vs. similarity.
- understands volume as an attribute of three-dimensional space and that it is measured in cubic units.
- selects appropriate units, strategies, tools for solving problems that involve estimating and measuring volume.
- graphs points on the coordinate plane.

Grade 5 Social Studies

Mission Statement:

The Whitefish Bay Social Studies K-12 Learning Pathway (found in the C3 Framework) will foster knowledge, skills and the seven thriving dispositions; as a result young people become informed and engaged citizens with an understanding of societal structures, and the changing social, political and global economic environment.

Our Land and First People

- Students will describe landforms and other physical features of the United States.
- Students will explain how and why climate varies throughout the United States.
- Students will explain how the geography of an area influenced the lives of native people in that region.

Exploration and Settlement

- Many factors motivate exploration of the unknown such as religion, freedom, wealth, and fame, as well as technology.
- Life in the colonies reflected the geographical features of the settlements.
- Environment provides resources for human needs and activities.
- People and/or groups establish settlements based on the needs and wants of that group.
- The success or failure of a settlement is based on many factors that may or may not be within the settlers' control.

The English Colonies

- Students will imagine they are George Washington and will write a letter to people in Britain encouraging them to move to the colonies.
- Students will learn and "experience" the life of a slave from capture in Africa, through the Middle Passage, and into their arrival in the Americas.

The American Revolution

- People adapt to, resist or participate in change.
- The interdependence of nations has both helpful and harmful consequences.
- Motivating factors such as basic human rights, quality of life, and protection of family and home can play a role in who ultimately wins a conflict.
- The independence of a nation has both helpful and harmful consequences.
- The constitution of the United States established a federal system of government based on power shared between the national and state governments.

The New Nation

- New inventions and improvements in transportation impacted industry, agriculture, and travel in the early and mid-1800's.
- The purchase and exploration of the Louisiana Territory doubled the size of the United States and allowed for westward expansion.
- There was a rise in nationalism in the United States after the War of 1812.
- European immigration and widespread reforms had a significant impact on the American population.

Grade 5 Science

Earth and Sun

The Earth and Sun Module provides students with experiences to explore the properties of the atmosphere, the energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth's atmosphere.

Students will…

- Develop and use models to understand Earth's position within the solar system and how it interacts with other celestial bodies.
- Learn why the Moon orbits Earth due to gravity and explore how its movement relative to Earth causes different phases and eclipses.
- Investigate how the Sun's interaction with Earth causes predictable patterns like daily shadow length and direction, day and night cycles, and seasonal changes in the night sky.
- Gain an understanding of crosscutting concepts like patterns, cause and effect, and how the Earth, Sun, and Moon interact as a system.
- Learn about the scale and proportion of the Earth, Sun, and Moon in relation to each other.

Living Systems

The focus of the Living Systems Module is the biosphere as students investigate ecosystems in terms of their interacting parts.

Students will…

- Explore how energy and matter flow through different ecosystems and learn about the roles of producers, consumers, and decomposers.
- Examine how plants obtain the materials they need for growth from water and air, and how animals obtain energy from food sources.
- Investigate the different types of aquatic ecosystems, including freshwater, marine, and estuary ecosystems, and learn about the unique challenges and adaptations of organisms living in these environments.
- Explore the reasons for animal migration and how these movements affect the ecosystems they inhabit.
- Learn about how human activities, such as agriculture, industry, and waste disposal, can impact the environment and living systems.
- Develop an understanding of systems on different scales, including the systems within an organism and the systems within an ecosystem.

Grade 5 English Language Arts (ELA)

Mission Statement:
The Whitefish Bay School District strives to empower students to become effective communicators, critical thinkers, and empathetic citizens through a command of reading, writing, speaking, and listening skills and exposure to diverse perspectives.

A comprehensive literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Reading Small Groups	Literature Discussions	Writing Process
Independent Writing	Phonics and Word Study	Writing Small Groups

The main instructional strategy that is utilized in our comprehensive literacy program follows the gradual release of responsibility framework. Specifically, within each ELA block, which includes Reading, Writing, and Phonics and Word Study components, students will participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.

Our District will be utilizing the Benchmark Advanced curricular resource to support tier one classroom instruction. Each unit will last about three weeks long and will involve knowledge building opportunities in reading and writing. Each unit has opportunities for students to engage in constructive conversations around the unit topic. The goal is to have discourse with peers using topic specific vocabulary and evidence from the unit's texts. At the Fifth Grade level, your child will study the following integrated literacy units:

Cultivating Natural Resources	Characters' Relationships	The US Constitution Then and Now	Recognizing Author's Point of View
Technology's Impact on Society	Up Against the Wild	Conflicts That Shaped a Nation	Water: Fact and Fiction

Grade 5 World Language

Mission Statement:
Language and communication are at the heart of the human experience. The Whitefish Bay World Language Program will prepare students for meaningful interactions with people around the world. Our program will help our students understand the link between language and culture. We envision a future in which ALL students will develop and maintain proficiency in English and at least one other language.

The fifth grade World Language student will continue Spanish instruction to develop skills to:

- Use greetings and goodbyes
- Count from 1 to 100 and apply to calendar dates and birthdays.
- Recite the alphabet and spell name.
- Identify vocabulary
  - Emotions
  - Physical features
  - Likes and Dislikes
  - Personality Descriptions
  - Physical Descriptions
  - Biographical Information
  - Clothing
  - Sports- el Verbo Jugar (to play)
- Learn new vocabulary that is connected to the grade-level core curriculum (land features, bodies of water, Latin roots, idioms, cognate recognition)
- Demonstrate understanding of, and use simple commands (ir, escribir, leer, hablar, escuchar)
- Understand various aspects of culture such as: food, music, holidays, dances, norms.
- Use present simple for AR verbs. (bailar, practicar, saltar, cantar, bailar)
- Use question words: cuanto, cuando, quien, como, que, de donde, donde.
- Form and use of the verbs: poder, tener, hacer
- Current famous Latino leaders, scientists, NASA, footballers etc. Latino Heritage Month
- Subject pronouns, form and use of ser and estar
- Cultural practices in Spanish Speaking countries birthdays, holidays

World Language Time Allotments:

1st - 5th grade Face-to-Face	Average of 30 minutes per week
5th grade: Mango German/French/Spanish Language Lab	Average of 30 minutes per week (if not in band/orchestra)

Health and Human Growth & Development

Mission Statement:

Through the sequential K-12 health education curriculum, students will develop knowledge of various age-appropriate contemporary health issues, become health-literate people who are critical thinkers, creative problem solvers, effective communicators, and ultimately responsible and productive citizens.

In fifth grade, students will understand health promotion through instructional concepts such as:

- Self esteem
- Decision-making
- Advertising
- Dealing with stress and peer pressure
- Drug, alcohol and tobacco resistance
- Communication and Social Skills
- Assertiveness

The Mission of the K-12 Human Growth & Development (HGD) Education Program:

The curriculum will complement the home by providing students with the knowledge, skills, and support necessary to understand their social, mental/emotional, and physical development in order to make responsible decisions about health and age-appropriate sexual behavior throughout their lifetimes.

** HGD is an elective program. Parents may opt-out their students from participating in identified lessons.*

In fifth grade, students will understand healthy decision-making, and social, mental/emotional, and physical development through instructional concepts such as:

- reviewing emotional changes during puberty and understanding emotions change during development.
- discussing and assessing their respect for self and others.
- examining their own understanding and acceptance of a multicultural and diverse society (various races and persons with disabilities).
- examining and analyzing changing social and emotional growth.
- applying a decision-making model to situations.
- comparing, contrasting, and evaluating the influence peers have on decision-making.
- *defining puberty and identifying body parts and systems affected by puberty.
- *explaining, comparing, and contrasting the differences in males and females.
- *identifying the reproductive anatomy of the male and female body.
- *discussing and recognizing the purpose of the reproductive system.
- *identifying the physical changes that must take place before human reproduction can take place.
- *explaining and discussing intercourse and conception.
- reviewing definitions of the types of abuse and explaining the difference between abuse and discipline.
- discussing different approaches to use in reporting abuse.
- identifying supportive help in the home, school and community.
- defining and differentiating between communicable and non-communicable diseases
- stating the mean of the acronyms AIDS and HIV.
- identifying how the virus that causes AIDS is and is not transmitted and naming good health behaviors that contribute to the prevention of HIV transmission.

Elementary ENCORE Overview

General Music- Performing Arts

Mission Statement:
The mission of the Whitefish Bay School District music program is to promote music development through the active study and making of music by all.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program.

General Music Time Allotments:

Junior Kindergarten	30 minute class once a week
Senior Kindergarten through 5th grade	30 minute classes twice per week
5th grade Band and Orchestra	30 minute lesson once per week
5th grade Band and Orchestra Assemble	Scheduled as needed second semester

Visual Arts

Mission Statement:

The visual arts program promotes opportunities for students to question, make decisions, think, look, understand themselves, change and grow at their own developmental levels. Through the freedom of expression students will develop 21st century skills such as critical thinking, visual literacy and problem solving.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- manipulate various media, materials and/or images to be expressive.
- develop and relate his or her knowledge of art to themselves and others.
- understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art	**The Principles of Design**
Color	Balance
Value	Emphasis
Line	Harmony
Texture	Variety
Shape	Movement
Form	Rhythm
Space	Proportion
	Unity

Art Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	60 minute class once per week

Physical Education

Mission Statement:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We believe through a comprehensive, standards-based K-12 physical education program, including the seven thriving dispositions, our students will develop into individuals who value physical activity, maintain physically active lifestyles, and become knowledgeable and proficient in a variety of activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of "children learning to move and moving to learn" guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	30 minute classes three times per week

Technology for Global Education

Mission Statement:
The District's mission for instructional technology is for students to be self-directed learners who can access, evaluate, and apply the most effective tools and resources to communicate and compete globally. In order to meet this mission, students need meaningful integration of technology.

Our students want to be creative and collaborate, utilize technology for learning, connect with their peers in other countries, understand the messages that the media conveys, and solve real-world problems. It is about providing our students with knowledge, skills and confidence to succeed in college, careers, and jobs that have not even been created yet. This is accomplished by allowing students to use real-world tools to apply what they learn and construct new knowledge. As we grow our integration of technology and skills, through the purposeful integration of technology with the grade-banded **WFB Global, Media, and Digital Competencies**, our hope is to transform our learning with the support of technology.

Computer Science is included in the district's K-12 curriculum using the Wisconsin Standards for Computer Science. Formal instruction begins in senior kindergarten and builds through fifth grade at the elementary level.

Key areas of focus for intermediate students:

- evaluate and utilize the features and functions of a variety of digital tools to create, share, and communicate work effectively.
- use technology to communicate with classrooms and/or experts outside the district to experience multiple viewpoints and perspectives.
- explore and select digital tools to customize personalized learning needs.
- understand the acceptable use of physical and online technology resources as laid out by the district's acceptable use policies and guidelines.