



***Mehlvilleville School District***

*Individually Focused. Committed to All.*

**Parent/Student/Family  
Curriculum Handbook**

**Fifth Grade**

**2023 - 2024**



Dear Parents, Guardians, Students and Families of the Mehlville School District:

The Curriculum Department is pleased to present you with the Mehlville School District Parent/Student/Family Curriculum Handbook. This handbook has been developed to help you understand what children should know and be able to do by the end of each grade level in each subject area.

This handbook is revised annually and includes Board-approved curriculum revisions to help meet the identified educational objectives for your child's grade level. Our teachers, principals and directors have provided suggestions for families to enhance and assist with your child's learning. We hope this handbook is helpful to you in having meaningful discussions with your child and your child's teacher about the curriculum being taught in their classroom.

Mehlville teachers and administrators work diligently to provide the best education possible for your children. We appreciate your support and the opportunity to serve in such a wonderful community. If you have any questions or comments regarding curriculum, feel free to contact your teacher, principal, curriculum directors (listed in the *Acknowledgements* section at the back of this book), or me. We welcome your thoughts and appreciate hearing from you.

The Mehlville School District provides educational opportunities for students and families from birth through adulthood. We are very proud to serve thousands of families beginning with our Parents as Teachers Program (PAT), Early Childhood Program, K-12 Programs, and our Community Education Program. It is our hope these important programs enhance the quality of life for all district patrons.

To access the handbook online, please go to [www.mehlilleschooldistrict.com](http://www.mehlilleschooldistrict.com), click on *Curriculum*, then *Handbooks*. We are happy to provide hard copies for families that prefer them over online access. Please take a few moments to look at the handbook and feel free to let us know your thoughts regarding the prepared documents.

The Mehlville Board of Education, Central Office Team, Principals, Curriculum Directors, Teachers and Support Personnel all wish you and your child a successful school year.

Sincerely,

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## **English Language Arts**

The Fifth Grade English Language Arts curriculum includes instruction in reading, writing, language, and speaking and listening by implementing a balanced approach to instruction and assessment. In the area of reading, students will use decoding, vocabulary and comprehension skills to read and comprehend a variety of texts. Students will use a variety of writing formats and have instruction in correct grammar, punctuation and spelling usage. They will also learn to proofread for grammatical, punctuation and spelling errors within their own writing. Students will demonstrate listening and speaking skills in order to acquire and disseminate information.

### **Course Objectives:**

- comprehend and explain the key ideas and details from a variety of texts, media, and/or speakers by using evidence from the text
- understand how the author's craft and structure shapes the content and style of a text
- compare, contrast, and analyze texts and/or media on similar themes or topics
- research information and integrate knowledge and ideas from multiple sources when reading, writing, or speaking about the topic
- fluently read and comprehend a range of texts, at or above grade level, independently and proficiently by applying appropriate decoding strategies
- use a variety of strategies to determine the meaning of words and phrases the author uses in a text and use grade appropriate vocabulary when writing or speaking
- write opinion, narrative, and informative pieces for a variety of audiences and purposes using grade appropriate craft and structure
- develop and strengthen their writing by following a writing process with guidance and support from peers and adults
- demonstrate and apply the command of Standard English grammar and usage when reading, writing, or speaking
- utilize technology to research information, collaborate with peers, publish writing, and to present knowledge and ideas
- engage in a range of collaborative discussions with diverse partners on grade five topics and texts using grade appropriate discussion protocols and will clearly present knowledge and ideas for a variety of audiences and purposes

### **Parents/Families may assist their children by:**

- providing a home library with a variety of reading materials
- reading to and with your children
- discussing, predicting, retelling and sequencing events in a story
- reading for information (newspapers, labels, etc.) and evaluating what is read
- reading school notes
- helping with the writing process, reviewing spelling and vocabulary words
- discussing current events, and listening to your children
- modeling appropriate grammar in conversations with them
- encouraging them to read written materials aloud before an audience

## English Language Development for Newcomers K-5

English Language Development for Newcomers instruction is for non-native English speakers with a beginning level of English proficiency. The instruction is designed to support English language acquisition in the areas of social language and academic language. Students will practice listening, speaking, reading and writing skills.

### Course Objectives:

- The student will learn and engage in social language needed to participate in a school setting.
- The student will learn and engage in academic language needed to participate in a school setting.
- The student will develop basic spoken English vocabulary by participating in simple conversations.
- The student will apply listening comprehension to information presented in diverse media.
- The student will develop basic concepts of communication through viewing and representing language.

### Parents/Families may assist their children by:

- making sure they know how to repeat their address and phone number
- nurturing their native language development through conversation and reading
- exploring a variety of English books together through reading, discussing, labeling pictures and helping them to retell stories
- joining them in singing songs or chants, playing board games, lotto, number Bingo, "Simon Says," manipulating magnetic letters, counting objects
- furnishing art supplies and writing materials: pencils, crayons, markers, scissors, glue, and blank paper and encouraging individual expression
- taking them on appropriate outings: the grocery store, zoo, park, post office, the public library, and talking about these activities
- giving them numerous opportunities to interact with peers
- returning completed homework, keeping in touch with the teacher, and requesting an interpreter as needed

## English Language Development Fifth Grade

Mehlville School District Department of English Language Development services uphold students' civil rights by supporting academic and cultural development through research-based curriculum to meet academic proficiency. Language development is influenced by teachers, administrators, parents, and students to maximize educational impact. Models of English language development instruction include: co-teaching, content-based, and pullout.

### Course Objectives

The language expectation for multilingual learners is to use social and academic language in all content areas.

Multilingual learners will...

### Social and Instructional Language

#### Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

## **Inform**

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

## **Explain**

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

## **Argue**

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

## Language for Language Arts

### **Narrate**

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

### **Inform**

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text
- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

### **Argue**

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text
- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

## Language for Mathematics

### **Explain**

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule
- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

### **Argue**

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations
  
- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

## Language for Science

### **Explain**

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation
- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

### **Argue**

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation
- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

## Language for Social Studies

### **Explain**

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations
- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

### **Argue**

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

### **Gifted (STRETCH)**

The elementary gifted education curriculum incorporates the core curricular areas as an instructional foundation. Activities are designed to develop the students in fourth and fifth grade to higher level thinking skills, problem solving techniques, creativity, research skills, and to promote understanding of self, others and the world.

In order to correctly identify as many gifted students as possible, a uniform multi-criteria screening process is necessary. The following battery of tests and inventories is used in accordance with state guidelines to determine eligibility for gifted education:

- Ability Tests
- Achievement Tests
- Creativity Tests
- Parent and teacher surveys of student behaviors and characteristics

### **Course Objectives:**

- apply appropriate research skills and utilize resources to develop a knowledge base for use in product development
- utilize at least two of the higher level thinking skills of analysis, synthesis and/or evaluation
- demonstrate the necessary skills to recognize and solve a problem
- exhibit the creative thinking skills of fluency, flexibility, originality and elaboration in written, oral and/or visual presentations
- gain self-awareness and develop interpersonal skills

### **Parents/Families may assist their children by:**

- giving them increasing independence as his/her ability to handle responsibility increases
- supporting their desire to be original
- providing opportunities to pursue passions by enrolling them in special summer and weekend classes that are offered locally
- encouraging them to read biographies of people of eminence who have had to work hard and struggle in order to overcome big problems
- discussing what they are doing in STRETCH class
- watching the news together and planning outings to further understand topics being discussed
- playing strategy games and other games that will stimulate thinking
- being an advocate for them

Recommended reading for parents:

- *Guiding the Gifted Child* by James T. Webb, Ph.D., Elizabeth Meckstroth, M.S.W. and Stephanie S. Tolan, M.A.
- *When Gifted Kids Don't Have All the Answers* by Jim Delisle, Ph.D. and Judy Galbraith, M.A.
- *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner

## **Guidance and Counseling**

Mehlville School District Guidance and Counseling activities for fifth grade will consist of experiences in the areas of learning skills, making decisions, understanding self and getting along with others, knowledge of the harmful effects of drugs and alcohol, middle school expectations and career exploration.

Assessment includes counselor/teacher/student observations, classroom activities and verbal/written quizzes.

### **Course Objectives:**

- demonstrate knowledge of how learning skills relate to school/work success
- demonstrate the ability to use a decision-making process
- demonstrate knowledge of strategies for dealing with peer pressure
- demonstrate knowledge of the harmful effects of drugs and alcohol
- demonstrate awareness of middle school expectations
- demonstrate awareness of personal strengths and interests as related to career choices

### **Parents/Families may assist their children by:**

- encouraging appropriate listening behaviors
- demonstrating a knowledge of how to make good decisions
- encouraging students to get along with others and to work with counselors
- identifying feelings
- reinforcing the need for school rules



## **Health**

The fifth grade health curriculum will cover the following health topics: interrelationships of body systems, nutrition, risk assessment and reduction, consumer health, family life education and HIV/AIDS.

Assessment includes the anecdotal records of teacher observations of student skills and performances. Paper and pencil assessments are given in some cases.

### **Course Objectives:**

- \*identify the structures and functions of the major body systems (respiratory, muscular, digestive, circulatory, nervous, endocrine, skeletal, and reproductive) with 85% accuracy
- discuss the physical, social and emotional needs and responsibilities of the individual, and present how these
- affect family and friends in a variety of ways with 80% accuracy
- apply knowledge of information gained from the study of nutrients, labels and the food guide pyramid of
- planning well-balanced meals with 85% accuracy
- demonstrate good decision-making, problem solving, goal setting and refusal/assertive coping skills for
- healthy daily living with 85% accuracy
- \*differentiate between communicable and non-communicable diseases and will identify three behaviors that
- reduce risk of illness with 85% accuracy
- demonstrate proper prevention skills and identify appropriate emergency response to his/her physical and
- social environment with 85% accuracy
- analyze the health consequences of substance use/misuse on self, family and society with 85% accuracy

\* This objective addresses Senate Bill 163, Sexual Education and Abstinence

### **Parents/Families may assist their children by:**

- discussing strategies to avoid acceptance of tobacco, alcohol and other drugs
- practicing good eating habits
- talking to them about making good choices
- providing students healthy choices for meals
- discussing different body systems at home
- allowing them to plan menus using the food pyramid

## **Library Media**

In support of district curriculum, the Library Media Center provides student access to technology and information in a variety of formats.

Assessment includes librarian and teacher observations of student skills and performances. Teacher-assigned projects are used as assessments.

### **Course Objectives:**

- find, evaluate, and select appropriate sources to answer questions
- use and/or apply information presented in a variety of physical formats
- demonstrate self-motivation as a reader
- identify and discuss story elements, structures of text and patterns of language
- acknowledge the contributions of others with an understanding of works cited
- abide by the Acceptable Use Policy for Electronic Resources

### **Parents/Families may assist their children by:**

- visiting the public library with them
- assisting them with the use of the electronic catalog
- reading with them
- ensuring that they make quality literature choices
- providing books as gifts
- encouraging participation in literary programs
- encouraging timely return of literary materials

## **Mathematics**

Fifth Grade mathematics is designed to develop an understanding of numbers and provide the student with the skills and tools necessary to be active problem-solvers in everyday life. Topics covered include developing fluency with addition and subtraction of fractions, developing understanding of multiplication and division of fractions, understanding decimals in place value, volume, measurement, expressions and patterns, and graphing. The student will gain an understanding of these topics by performing hands-on activities. The focus will be on active learning practices using problem solving and application. The student will move through concrete models to pictorial representation, to abstract representation of mathematical concepts.

### **Course Objectives:**

- make sense of problems and persevere, reason abstractly and quantitatively, model with mathematics, use tools strategically, attend to precision, make use of structure, look for and make use of repeated reasoning, construct viable arguments, and critique the reasoning of others when solving problems
- write and interpret numerical expressions
- analyze patterns and relationships
- understand the place value system
- perform operations with multi-digit whole numbers and with decimals to hundredths
- use equivalent fractions as a strategy to add and subtract fractions
- apply and extend previous understanding of multiplication and division to fractions
- convert like measurement units within a given measurement system
- represent and interpret data
- understand concepts of volume and relate volume to multiplication and to addition
- graph points on the coordinate plane to solve real-world and mathematical problems
- classify two-dimensional figures into categories based on their properties

### **Parents/Families may assist their children by:**

- pointing out math used while driving, cooking, and in newspaper articles
- reading parent newsletters and reinforcing math vocabulary
- practicing measuring things in inches and centimeters
- letting children re-teach lessons to parents
- teaching them how to budget their allowances

## **Music**

In Fifth Grade Music, students broaden their musical knowledge and skills through the artistic processes of creating, performing, responding to, and connecting with music. Students engage in a variety of artistic mediums including singing, playing instruments, moving, reading, and listening.

### **Course Objectives:**

- The student will conceive and develop new musical ideas and work.
- The student will realize artistic ideas and work through interpretation and presentation.
- The student will understand and evaluate how the arts convey meaning.
- The student will relate artistic ideas and work with personal meaning and external context.

### **Parents/Families may assist their children by:**

- singing with them
- listening to them sing
- encouraging them to move to the beat of the music
- listening to a variety of music in the home/car
- providing opportunities to experience and/or participate in music outside the home
- discussing appropriate audience behavior at various musical events
- attending their school performances
- playing instruments together at home (ex - drum, kazoo, bucket)

## **Physical Education**

5th Grade Physical Education deepens student understanding of fitness knowledge, concepts, and skills, and develops students' personal activity and health habits by teaching the value of physical activity through exposure to meaningful experiences. In addition to keeping active during the school day, 5th grade PE students demonstrate self-management skills and concepts that support a lifetime of physical activity and health.

### **Course Objectives:**

- The student will explain the connection between physical fitness skills and knowledge to overall health and wellness.
- The student will consistently demonstrate personal responsibility, teamwork, and a respectful and inclusive attitude in social and physical activities, including skills practice, games, and sports.
- The student will demonstrate fitness knowledge through the completion of fitness assessments and analysis of the results.
- The student will assess and reflect upon their overall fitness to set personal goals.
- The student will actively participate in daily class fitness objectives and routines, including exercises, games, and skill development to build the components of health and skill-related fitness.
- The student will combine both locomotor and manipulative skills and apply them through mature patterns and strategies into physical activities and games.

### **Parents/Families may assist their children by:**

- encouraging participation in sports
- encouraging walking on a regular basis
- making family fitness a priority
- stressing sportsmanship at all times

## **Remedial Reading Services**

Remedial reading services are offered to eligible students at each elementary building in the Mehlville School District. Reading services are supplemental to classroom reading instruction. Reading Specialists provide remedial reading groups for grades K-3 and grades 4-5 if space allows.

Children are referred for remedial reading services by their classroom teachers. After permission to evaluate is received from the parent, the Reading Specialist administers an individual reading assessment to the student. Based on the results of the assessment, children may be eligible for remedial reading services. Parents are notified of assessment results and children are placed in the reading program as appropriate. Children who participate in remedial reading programs are reassessed at the end of each school year to evaluate progress and determine eligibility for the following school year. Parents are notified of their child's assessment results and eligibility for the following school year in May.

## **Science**

The Fifth Grade student will be studying about Earth's systems, organisms and ecosystems, space systems, and structures and properties of matter. In addition, the students will utilize the science and engineering practices by asking questions and defining problems, planning and carrying out investigations, and constructing explanations and designing solutions. The teacher will use a hands-on, minds-on approach to actively engage the students in constructing and revising their understanding of these concepts.

### **Course Objectives:**

- understand that Earth is a set of connected systems that interact together
- understand Earth's amounts and properties of saltwater versus freshwater
- understand the necessity of water as a resource on Earth
- understand that plants require air and water to live/survive/reproduce
- understand that matter cycles through living organisms and the environment
- understand that the flow of energy starts with the Sun
- understand that gravity is an interaction between two or more objects
- understand that they can observe patterns that result from interactions in space systems
- understand that matter can be identified by its properties
- understand that matter is conserved during chemical and physical changes
- understand that when a chemical change occurs, matter can have new properties
- understand human impacts on Earth's systems

### **Parents/Families may assist their children by:**

- visiting the zoo or Purina Farms to identify and observe animals
- observing ecosystems (plants, trees, animals) at local parks
- discussing weather and major weather events
- visiting the planetarium and identifying plants
- using various tools used for measuring (thermometers, rulers, etc.)
- cooking or baking using measurement and heat
- asking how topics studied in science apply to their lives

## **Social Studies**

The Fifth Grade student will gain an understanding of United States History from the Civil War through the Civil Rights Movement. Students will research and evaluate the changing positions and multiple points-of-view of the people, events, and causal relationships of the issues of these time periods.

### **Course Objectives:**

- The student will use the themes of geography and economics to interpret the past, present, and future.
- The student will research and present the events of American History from multiple perspectives, asking questions and debating topics.
- The student will relate historical events back to U.S. government documents, including the Declaration of Independence, the Constitution, the Emancipation Proclamation, 1934 Indian Reorganization Act, Treaty of Versailles, Monroe Doctrine, Civil Rights Acts of 1960 and 1964, as well as key court cases such as Plessy v. Ferguson and Brown v. BOE.
- The student will examine the changing roles of different groups in the United States, such as Native Americans, Immigrants, African Americans, and women from 1800-through the modern era.
- The student will trace the causal relationships and determine the connections among historical events.

### **Parents/Families may assist their children by:**

- watching the news and reading the paper together
- encouraging them to use maps when traveling
- visiting or promoting awareness of local sites such as the Arch, Cahokia Mounds, JB reenactment
- locating states and capitals on a U.S. map
- contrasting how technology has changed the lifestyle of different generations within our family

## **Special Education**

Special School District (SSD) provides special education and related services for students with educational disabilities in the Mehlville School District.

In collaboration with partner districts, Special School District provides technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

If you suspect that your child may have an educational disability and require an evaluation for special education, you should contact your child's teacher, school counselor or principal.

## **Technology Literacy**

The fifth grade technology literacy curriculum will allow the student to gather, analyze and apply information, recognize and solve problems, communicate effectively and promote responsible use of technology.

Assessment includes teacher observations of student skills. Teacher-assigned projects are used to assess the technology literacy curriculum.

### **Course Objectives:**

- demonstrate the proper care and use of various technology equipment
- use technology tools to demonstrate basic operations and concepts involving computer applications, hardware and software
- explore Internet Web sites in teacher-led sessions
- demonstrate positive ethical and social behaviors including compliance with the Acceptable Use Policy
- demonstrate knowledge of copyright laws as they pertain to individual work
- perform keyboarding skills in conjunction with word processing skills
- use appropriate computer applications to plan, create, and present a project

### **Parents/Families may assist their children by:**

- assisting them with computer operations
- encouraging keyboarding skills
- supporting technology literacy programs in their schools
- supervising the use of the internet
- providing educational software

## **Visual Arts**

In Fifth Grade Visual Arts, the student will develop their creative ability and explore different art media, such as drawing, painting, sculpture, printmaking, and art in the community. The students will be exposed to famous artworks from history and other cultures as well as learn skills in interpreting and discussing works of art.

### **Course Objectives:**

- Create - The student will have opportunities to play, investigate, acquire skills and interact with art materials and art processes.
- Perform - The student will be able to select, analyze, explain and share art experiences.
- Respond - The student will be able to perceive, analyze, interpret and evaluate works of art and their art experiences.
- Connect - The student will be able to connect art work to their own personal lives or the lives of others.

### **Parents/Families may assist their children by:**

- Making craftsmanship important and providing a sketchbook and drawing materials for creating and journaling
- Visiting the Art Museum and art fairs and discussing what you observe
- Checking out art books from the library
- Encouraging creativity and inviting them to join with you when you use more sophisticated materials in creative endeavors



## Websites to Help Your Child Continuing Learning at Home

Prior to publication of this document, each site below was checked for appropriateness. The Mehlville School District is not responsible for any content or advertisements housed/published on these sites.

### District Purchased: Log In through Class Link

#### Discovery Education

*Videos, articles, and content for all subject areas.*

#### i-Ready

*Math & ELA practice through student individualized "My Path" or digital math games.*

#### NewsELA

*Large content of authentic and accessible articles to support/enhance curriculum and engage learners. Articles available across multiple reading levels.*

#### Reading A-Z

*Leveled books for reading instruction at all ages K-5.*

#### Scholastic Learn at Home

*Activities & projects to keep kids reading, thinking and growing.*

#### World Book Online

*Online reading resources*

#### Typing Club (Grades 3-5)

*Touch typing practice and instruction for kids*

### Free Online Sites

#### Epic!

*Online reading resources. Videos, read to me books, Ebooks, leveled books, and more available to support reading instruction.*

#### Khan Academy

*Standards-aligned, student-paced instruction in math and social studies.*

#### GoNoodle

*Brain break videos for children that include: movement, academic, Social Emotional Learning, mindfulness, and more!*

#### Kids Health

*Resources for teaching health and safety. Students can access information without logging in.*

#### Scratch

*Coding website. You can use scratch to create stories, games, and animations.*

#### Code.Org

*Coding website dedicated to bringing computer science skills to all learners*

## World Book Online Web

World Book Online, a grade-appropriate research tool that includes encyclopedias, multimedia, eBooks, and primary source databases is available to Mehlville students both at school and at home. The online reference tool developed by education experts also includes a time-line builder, citation builder, individual research accounts, a translation tool generating content in thirty languages, text-to-speech feature, video tutorials, interactive activities, magazine articles, newspapers and the following databases:

- World Book Kids – encyclopedia for elementary school students age 7 and up
- World Book Student – encyclopedia for middle school and high school students age 11 and up
- World Book Advanced – encyclopedia for high school and college students age 13 and up
- Living Green – online interactive site that examines causes of pollution and offers tips on green practices
- Early Peoples – online interactive site that examines history of ancient cultures
- Inventions and Discoveries – online, interactive site that examines inventions and discoveries
- Dramatic Learning – uses plays, skits and monologues to help students become more fluent readers and help them understand core concepts and retain information
- Early World of Learning – narrated stories, interactive games and reference materials to help young learners

To Access World Book Online:

Go to <http://mehlilleschooldistrict.com>

- Select *Parents/Students*
- Select *Library Resources*
- Go to *World Book Online*

World Newspapers:

Located on the upper left side of the World Book Advanced home page is Research Tools. Within the Research Tools is World Newspapers which provides newspapers from the United States and around the world.

To access a newspaper:

- Select *World Newspapers* on the World Book Advanced home page
- Choose a location from around the world
- Click *GO*

