

*WHITE PLAINS PUBLIC SCHOOLS*

# CURRICULUM GUIDE

*FOR*

## **FIFTH GRADE**



**MAMARONECK AVENUE ELEMENTARY SCHOOL**

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Dear Fifth Grade Parents,

Welcome!

As a team of concerned teachers, we feel that communication between home and school is an important part of your child's learning experience. If you have any questions or concerns, please call at the school or send a note. We will get back to you as soon as possible.

We will be sure to notify you of special events, good news, or any concerns that may arise. We trust that we will have your support to provide a wonderful 5<sup>th</sup> grade experience for your child. We look forward to meeting you at Open House in September.

Sincerely,

Fifth Grade Teachers



### **FIFTH GRADE SUPPLY LIST**

It would be helpful if your child brings the following items to school. Please label all supplies with your child's name:

- 2 dozen #2 pencils
- pencil box or case
- box of colored pencils (for maps, projects, etc.)
- glue stick
- blue or black erasable pens
- post-it notes
- facial tissues (large box - 2 boxes would be great!)

Note: Please have the following supplies available **at home**: dictionary, stapler, tape, pencils, and a ruler with metric and standard scales.

## ENGLISH LANGUAGE ARTS

Elements of the language arts strand of the curriculum are woven into everything we do in fifth grade. We focus on developing skills in the areas of reading, writing, listening and speaking.

### **READING**

The emphasis in grade five is to increase the child's reading comprehension, especially in content area reading. This is in preparation for the rigorous reading demands of Middle School.

- Materials include children's literature, a reading anthology and practice workbooks.
- Comprehension will be fostered through independent reading, whole class, groups, paired reading, shared reading, teacher read aloud and uninterrupted sustained silent reading.
- Reading strategies: plot, setting, character development, new vocabulary, etc.
- Genre studies
- Integrating technology through word processing, PowerPoint presentations and web activities
- Assessments: Teacher observations, formal evaluation, Journal/Reader Response logs, classroom performance

### **WRITING**

The Teachers College Writing Workshop model is used in all fifth grade classrooms. Major steps include prewriting, first draft, conferencing, editing, revising, and final copy.

- Types of writing include: creative fiction, personal narratives, essays, research projects, compositions, poems
- Conventions of grammar are studied and practiced
- Spelling is addressed

### **LISTENING AND SPEAKING**

Listening and speaking are vital components of communication.

- Fifth grade students must be able to follow oral and written directions
- Oral/public speaking is expected (classroom participation and presentation)
- Assessment: Classroom performance

## MATHEMATICS

The fifth grade math curriculum addresses the development of mathematical concepts and skills learned in previous grades. Problem solving strategies will be emphasized throughout the school year. Students will have to solve complex problems in a variety of ways. Students should have a solid grasp of the basic math facts (addition, subtraction, multiplication and division) before entering fifth grade.

Key concepts/skills:

- Numeration to billions
- Decimals, fractions and percents
- Fractions
- Geometry
- Measurement
- Probability

Assessment: chapter tests, classroom performance, projects, homework



## SOCIAL STUDIES

The fifth grade social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. All fifth graders will take the New York State Social Studies test that includes content learned K-4.

- Map Skills
- Economic principles
- Geography
- Research skills, report writing, use of various reference sources
- Constitution/government
- People and cultures of a region
- Current events
- Technology: PowerPoint presentations, Inspiration concept mapping, web link activities

Assessment: Content area tests, quizzes, oral and written reports, presentations, projects and classroom performance.

## SCIENCE

The scientific method is used as the foundation of each unit of study. The fifth grade science curriculum is exploratory and hands-on.

During science students will:

- Make accurate and detailed observations
- Communicate observations in oral, written and pictorial forms
- Analyze data in charts, tables and graphs
- Make predictions based on prior knowledge and new information
- Make and support reasonable conclusions
- Demonstrate proper use of scientific tools and equipment
- Work effectively in cooperative groups
- Collect, organize, analyze and interpret data
- Select and use appropriate metric measurement tools
- Write a scientific lab report and/or maintain a science journal
- Communicate information in both oral and written forms with the use of visual aids including diagrams, charts, tables and graphs
- Ask questions and use the scientific method to answer them

Selections are made from the following units:

- ***Microworlds*** – In this unit students will explore the types of things that make good magnifiers, develop the skills to use a simple microscope and examine various microorganisms.
- ***Variables*** – Students will review metric measurements and the scientific method and apply these skills to explore motion.
- ***Chemicals*** – Students will investigate the properties of various powders and crystals, using their senses, tools and various tests
- ***Solar Energy*** – Students will explore light and heat and will apply and transfer this knowledge to the design and construction of a solar house and solar water heater.



## **SPECIAL AREA AND SUPPORT SERVICES**

### **FIFTH GRADE ART CURRICULUM**

Fifth grade students receive art twice each cycle. Additional elements and principles of art are introduced, such as unity and emphasis. Skills learned in prior grades are reinforced. Children choose and evaluate a range of subject matter, symbols and ideas. Students are helped to make connections between visual arts and other arts, humanities and science disciplines. Students create a wide variety of projects that encourage creative interpretation and expression. Emphasis is placed on responsibility of material distribution and collection. Fifth grade curriculum is integrated through interdisciplinary collaboration. Art concepts such as value, unity, proportion and emphasis are explored. Students are introduced to examples of fine art, art appreciation, art criticism and a variety of multicultural art activities. Adaptations are made for students with special needs.

### **FIFTH GRADE MUSIC SERVICES AND GOALS**

Students in the fifth grade receive two periods of music each cycle. Each period is forty minutes long. Fifth graders have a choice of Band, Orchestra or Vocal Music. Students who choose Band and Orchestra must pass a test at the end of fourth grade and be recommended by their instrumental teacher. Instrumental lessons continue during fifth grade as an extra period of music, thirty minutes a cycle. Fifth graders can also choose to sing in chorus, which meets once a week before school. Goals:

- Sing alone and with others a variety of songs from many cultures
- Sing with good breath control and expression
- Perform on at least one instrument alone and in small and large ensembles, with good posture, playing position, breath, mallet, stick or bow control
- Listen to and describe music in terms of meter, rhythm, tonality, intervals
- Compose music within specified guidelines
- Read and write music in  $\frac{2}{4}$ ,  $\frac{3}{4}$ , and  $\frac{4}{4}$  signatures
- Move expressively to a piece of music
- Evaluate music and musical performances and offer constructive suggestions
- Understand the relationship of music and other art forms
- Understand music's place in history

### **FIFTH GRADE LIBRARY MEDIA CURRICULUM**

Students are scheduled for an instructional class in the library every cycle. They utilize their research skills and learn to use more complex sources of information. Library skills are taught within the context of what is being currently studied in the classroom. Students use both print and non-print sources of information, and are encouraged to continue their progress of reading independently.

## **FIFTH GRADE PHYSICAL EDUCATION SERVICES AND GOALS**

All fifth grade students at MAS receive two 40-minute period of physical education per cycle. The physical education staff teaches these classes in the gymnasium.

### **Goals:**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health

- Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- Develop fitness skills through regular practice, effort and perseverance
- Demonstrate mastery of fundamental motor, non-locomotor and manipulative skills, and understand fundamental principles of movement
- Understand the effects of activity on the body, the risks associated with inactivity and the basic components of health-related fitness (cardiovascular, muscle endurance, flexibility and body composition)
- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component and establish personal goals to improve their fitness
- Understand the relationship between physical activity and individual well being

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Contribute to a safe and healthy environment by observing safe conditions for games, recreation and outdoor activities
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- Work constructively with others to accomplish a variety of goals and tasks
- Know how injuries from physical activity can be prevented or treated
- Demonstrate care consideration and respect of self and others during physical activity

Students will understand and be able to manage their personal and community resources.

- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- Become discriminating consumers of fitness information, fitness and sports equipment and health-related fitness activities in their communities
- Demonstrate the ability to apply the decision making process to physical activity

## **LEARNING STRATEGIES PROGRAM**

In fifth grade the learning facilitator provides tutorials approximately three times in a six-day cycle. Learning Strategies Program students who need additional help in reading and writing are taken for tutorials. The focus of the tutorial session is on the reading of non-fiction or content related material. Students learn note taking strategies, paraphrasing and how to answer questions with supporting data. They learn how to choose and apply various comprehension strategies to organize information. In addition, there are follow-up expository writing activities. Parents will be notified if their children are receiving extra help.

## **E.S.O.L. (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)**

All E.S.O.L. students, kindergarten through fifth grade, are aiming to acquire the English language as quickly and proficiently as possible. E.S.O.L. teachers co-teach with classroom teachers to provide extra support. In addition, E.S.O.L. students receive small group instruction to enhance their English language skills. All instruction and work is carefully aligned with the standards to better assist and prepare the students for the challenging New York State testing. Incorporating listening, speaking, reading and writing in English, E.S.O.L. students master English through content based instruction and thematic units.

## **READING SUPPORT SERVICES**

Students attend reading each day with a small instructional group. During this time students engage in the multiple methods of reading and literacy learning to improve and develop their skills. These include:

- *Guided Reading* with focused mini-lessons which teach specific strategies and self-monitoring skills needed for successful reading.
- *Writing* for a variety of purposes and audiences including reflective writing and for understanding of text. Also writing in correlation with the state standards and for state testing preparation.
- *Word Work* developing a critical understanding of words and word parts using prefixes and suffixes found in multi-syllabic words.
- *Read Alouds* are used for analysis and understanding of text in order to develop critical thinking skills.
- *Literature Circles* give students the opportunity to engage in meaningful literary discussions.

## **ACADEMIC INTERVENTION SERVICES (A.I.S)**

The purpose of the A.I.S. program is to provide small group instruction for fourth grade students who have been identified as “at risk of not meeting grade level standards in math and/or reading.” Students who are at risk are identified at the beginning of the year through classroom and district assessments. After the students are identified they work with an Instructional Support specialist. They are given small group instruction depending on their needs. The goal of this program is to offer more individualized instruction and additional practice with grade level concepts. Parents will be notified if their children will be receiving extra help.

