

# **PWMS**

## **5th Grade**



# **2007 - 2008**

## **Curriculum Overview**

Woodbridge School District

Can't Hide that Raider Pride

Dear Parent/Guardian;

This booklet is designed to help you better understand what your child will be doing this year. There is an overview of each area, English Language Arts, math, science and social studies, along with overviews of each of the exploratory classes, art, music, computer, vocational exploratory, health, Spanish, and physical education. We also included supplemental programs your child may elect to participate in such as band, chorus, LEAP, reading intervention, and ESL.

One of our continued focuses this year is to improve all students' writing skills. Each content area, exploratory class and supplementary program will incorporate writing into his or her curriculum.

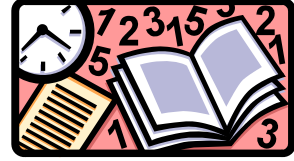
We welcome any questions, suggestions and compliments regarding the programs we offer. We remind you that this is a guideline, and that there may be some minor changes in the timelines so we can better meet the needs of the students.

We hope you find this booklet useful in supporting your child's efforts throughout the school year.

Sincerely,

Dee Tunstall  
Principal

Kim Mitchell  
Assistant



## ENGLISH LANGUAGE ARTS

### Reading

In 5<sup>th</sup> grade students concentrate on and master the following reading skills throughout the year:

- |                            |                                  |
|----------------------------|----------------------------------|
| ~Inferencing               | ~ Decoding                       |
| ~Summarizing               | ~ Questioning                    |
| ~Clarifying and monitoring | ~ QAR- How to answer a question! |
| ~Evaluating                | ~ Visualizing                    |
| ~Understanding poetry      |                                  |

The following reading concepts/grammar study will be used this year in class:

- |   |  |
|---|--|
| ~Sequence of events                       |  |
| ~Author's purpose                         | ~ Word study- base words, suffixes, prefixes, root words, synonyms, antonyms, homophones |
| ~Cause and Effect                         |  |
| ~Compare and contrast                     | ~ Using reference books  |
| ~Making generalizations                   | ~ Finding detail   |
| ~Story structure-text organization        |  |
| ~Identifying topic, main idea and details |  |
| ~Fact/opinion                             |  |
| ~Using graphic aides                      |  |
| ~Slang/informal language                  |  |
| ~Categorizing and classifying             |  |

Marking Period One- This Marking period we will be studying the theme *Nature's Fury*. Your child will read the phenomena that show nature's incredible force and power- volcanoes, tornadoes, and earthquakes. We will see how people respond to such events.

Marking Period Two- For the next few weeks, we will be studying the theme *Give it all You've Got*. Your child will read about people who have worked hard to attain their goals, including figure skater Michelle Kwan, astronaut Mae Jemison, a student in a talent show, and a boy overcoming fear.

During this marking period we will also be studying a few selections from the theme *Voices of the Revolution*. Your child will read about the American Revolution from different viewpoints.

Marking Period Three - During this marking period your child will be studying the theme *Animal Encounters*. We'll read about a photographer observing grizzly bears in Alaska,

conservationists bringing Golden Lion Tamarins back to the Brazilian Rain Forest, and a boy interacting with his animal neighbors on a mountain in New York State.

Marking Period Four - During the fourth Marking Period your child will participate in Literature Circles using various novels. Literature circles are small groups of three to six students who meet together daily to read and discuss a piece of literature. Your child will design roles/rules for their group as well as completing a variety of activities and projects related to their reading.

- ◆ Throughout the year your child will be expected to read and participate in the Accelerated Reader program. A minimum of four novels read each marking period is expected for every student. They will also be expected to complete book projects and reading logs for each Language Arts Grade.

Near the end of each marking period, all students will be completing a quarterly assessment, which is a test designed similar to the DSTP.

### Writing

Welcome to the exciting world of 6+1 trait writing, a model that teaches students the seven components of good writing:

Interesting **Ideas**: the meaning and development of the message

Logical **Organization**: the structure of the piece

Effective **Voice**: the way the author brings the topic to life

Creative **Word Choice**: the specific vocabulary the writing uses to convey meaning

Smooth **Sentence Fluency**: the way words and phrases flow throughout the text

**Conventions**: the mechanics of the piece (spelling, punctuation, and capitalization)

Attractive **Presentation**: the overall appearance of the work

In doing so, we will be writing several different types of pieces:

**Narrative**: to tell a story

**Expository**: to give information or explain

**Persuasive**: to construct an argument

**Descriptive**: to paint a picture

**Imaginative:** to create a new way of seeing things

**Text-Based:** student reads an article and completes prompt using details from the article

During the year, your child will be learning all about good writing and applying it to his or her work.

As we work on each of these traits, we would like to request your help. Periodically, your child will come home with Student-to-Parent Letters that contain questions about your child's writing. Your child will ask you to listen as he or she reads a piece aloud and then to answer and discuss the questions in the letter. It is that simple! By providing a good listening ear and constructive feedback, you can play a crucial role in your child's success. We look forward to an exciting year of great writing!

## **MATH**

Houghton Mifflin offers our 5<sup>th</sup> graders a variety of mathematical experiences to prepare them for the DSTP. Each student receives a Student Activity Workbook as well as Homework and Remembering Workbook. We give math homework on a regular basis. Incorporation of writing and other subject areas will also play a significant role in math this year.

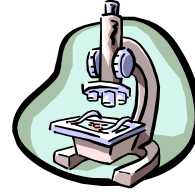
Marking Period One – The main goals of Unit, 1, Mini-Unit A, and Unit 2 are: Gain speed and accuracy in multiplying and dividing single digit numbers, relating multiplication and division to real work situations, introducing algebraic expressions and equations, exploring area and perimeter, understanding place value including large numbers and decimals, addition and subtracting decimals and whole numbers, along with estimating and rounding.

Marking Period Two – Students will complete Unit 2 and Mini-Unit B. The main goals are: completing unit 2 as well as investigating symmetry and measuring angles, and graphing.

Marking Period Three – Students will complete Unit 3 and Mini-Units C & D. The main goals are: understanding fractions including mixed numbers, improper fractions, unit fractions, adding, subtracting, and comparing fractions, finding volume capacity, and weight, exploring transformations, and coordinate graphing. Students will also be completing the DSTP.

Marking Period Four – Students will be focusing on Unit 4. The main goals are: multiplying and dividing whole numbers and decimals, problem solving, changing fractions to decimals, and interpreting remainders.

Near the end of each marking period, all students will be completing a quarterly assessment, which is a test designed similar to the DSTP.



## SCIENCE

Get ready to fizz, zoom, and grow in 5<sup>th</sup> grade Science! Students will immerse themselves in three State Science Coalition approved kits: Mixtures and Solutions, Motion and Design, and Ecosystems. These Kits set the foundation for Middle School Science.

Mixtures and Solutions: Students begin to experience in depth concepts regarding basic chemistry principles. Hands-on application combined with everyday household “chemicals”, such as, baking soda, vinegar, and salt, allow students to explore the physical properties of matter. Students will gain experience using a standard balance to compare the mass of materials. Concepts of saturation, concentration, and dilution are also taught. A science notebook will be provided to students that will be used to record data based on each investigation. The kit ends with a unit test and students are permitted to use their science notebooks to complete the assessment.

Motion and Design: Students will “race” through this kit as they explore how the design of a vehicle affects its movement. Using and creating technical drawings (blueprints), students use *K-Nex* pieces to build vehicles. These vehicles are then used to learn about forces such as push, pull and gravity. Science tools like tape measures and timers are used in combination with student notebooks to record accurate data. Students will apply this knowledge to a variety of tasks throughout the unit. The kit also ends with a unit test and students are allowed to use their science notebook to complete the assessment.

Ecosystems: Students will explore the purpose and relationships of living and non-living things in an ecosystem (terrarium and aquarium) that they create. Excitement will be generated as students get to experience hands-on application and observation of crickets, isopods, mosquito fish, pond snails, and a variety of land and water plants. Students will use hand lenses, droppers, rulers, and Ph test strips to conduct and record accurate information about their ecosystem. Recording change over time, observing the effects of pollution, and developing awareness of how important each and every piece of our natural world is vital to our survival, are key concepts of this unit. Like the other kits, an accurate student notebook will be utilized as a resource during a final unit assessment for this kit.

Throughout the year, students are required to keep accurate and detailed notebooks. These notebooks will be referred to as ISB's, or Interactive Science Books. *We provide the material; we ask that you provide a 1-inch, 3-ring notebook for the year.* Students will also work in small groups, developing important group interaction skills.



## SOCIAL STUDIES

Social Studies is presented in four unified strands: Civics, Economics, History, and Geography. We will present information to our children in a manner so as to incorporate all strands throughout the year, with a primary focus in specific areas.

Our students will be able to answer to following questions:

### Civics:

- Should leaders be elected?
- How should an elected official represent the interest of the people?
- Why is respect for authority conditional?
- Why should the powers and responsibilities of government be divided?
- What makes a good citizen?
- How do I know if I am a good citizen?

Topics include: Birth of the Constitution, Bill of Rights, Civic Responsibilities, Governmental structures and functions of government, election processes

### Economics:

- Why might prices change? Who decides?
- How do I know what and when to buy or sell? Does price always matter?
- To what extent should government become involved in markets?
- To what extent are banks necessary for an economy?
- How does getting what you want within an economic system depend on where and when you live?

Topics include: functions/types of markets, scarcity, opportunity cost and benefits, how the government affects the economy

### Geography:

- Why does “where” matter?
- To what extent are mental maps of different scales linked?
- To what extent are human settlements connected?
- How might identifying the regional associations of a place create a community profile of the place’s distinctiveness?
- How might this place be like others in a larger region?

Topics include: regions of the United States, relationships of people, places and environment, interaction of people and places

### History:

- To what extent does one event always lead to another event?
- How should historical sources be used to look for change?
- How have major historical events shaped the world in which we live?

Topics include: Westward expansion, Civil War, Industrialization, and major events of the 20<sup>th</sup> Century.

Near the end of each marking period, all students will be completing a quarterly assessment, which is a test designed similar to the DSTP.

**Portfolios** – Each fifth grade student will be completing an academic portfolio this year. The portfolio will include each of the four content areas. Students will reflect upon their academic progress in the portfolio. Teachers will be assisting students with the portfolios during the morning academic advancement time. It is our goal that students begin to take ownership in their educational progress, track the progress, reflect upon what went well and what needed improved upon and be able to discuss their progress during parent conferences.

**EXPLORATORY COURSES** – Students will participate in each exploratory class every other day for one marking period.



**MUSIC** – This class will introduce several musical topics throughout the marking period. The musical topics will include: rhythmic notation (whole, half, quarter, eighth notes and rests), using tobanos and paddle drums, pitch with recorders, glockenspiels and keyboards, and singing alone and with others, including patriotic songs. Students will learn about the instrumental families and the orchestra as a whole. Students will use what they learn throughout the marking period to write a short rhythmic piece.

**ART** - Students will identify and explore a variety of media, techniques and processes to create works of art. Students will develop manipulative skills using markers, crayons, oil pastels, chalk pastels, watercolor, tempera paints and collage to create two-dimensional works of art. Students will begin to research art and information that relates to their artwork, the science and social studies curriculum, their community and personal lives. They will begin to combine manipulative skills with research to produce works of art that have a personal meaning and expression of ideas about their world.



**PHYSICAL EDUCATION** – The instructional focus is movement education and skill fundamentals. Students will be introduced to various activities such as different tag games, cooperation games, and fitness events. Students will gain knowledge of the importance of keeping a positive attitude and practicing good sportsmanship.

**VOCATIONAL EXPLORATORY** – Students will learn about how and why technology will affect and change their lives. They will complete an ABC chart about technology words and learn how the Wright Brothers developed the airplane. They will build and fly a rubber band powered airplane. Students will participate in a unit on how to solve problems by using ten critical thinking steps. They will try to solve many different types of problems using these steps. A unit on why schools have rules and why one needs to stay in school will be completed. Students will also discuss and view videos about bullies and drug and alcohol. Students will study about the computer-animated drawing, how cartoons are drawn and compute drawn movies. They will make a cartoon flip movie.



**HEALTH** – The instructional focus for 5<sup>th</sup> grade is personal hygiene. Students will learn about the importance of keeping their bodies healthy and clean as well as learning about purchasing the right hygiene products to fit their personal needs. Students will also be introduced to puberty, in which the boys will learn about the physical changes that occur in boys and girls will learn about the physical changes that occur in girls.

**COMPUTER** – Students will receive daily guidance in proper keyboarding techniques while building speed and accuracy skills. To do this, we use a fun software program call Glencoe Keyboarding Connections. Students will also utilize the Word software program to begin an understanding of basic Word features and tools used for editing, moving around within a document and on the Word window. Students will also discover Excel software through the creation of formulas used to complete a multiplication table. Students will use PowerPoint to create an eye-catching presentation on the basics of geometric figures, incorporating background and preset animations.

**SPANISH** – This class focuses on exposure to a language and culture. Your child will spend a few weeks learning vocabulary about each of the following topics in Spanish:

The Spanish speaking countries of the world, the Spanish alphabet, classroom objects and commands, face vocabulary and the quinceañera. During each unit, the emphasis will be on vocabulary pronunciation, spelling, word recognition and utilization. When learning about the culture of other lands, all students are expected to be open-minded and respectful of others.

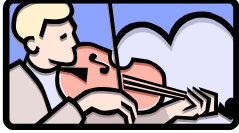
## **SUPPLEMENTAL PROGRAMS**



**CHORUS** – Students will begin learning the basics of singing. Topics covered will be the usage of breath, vocal production, sight singing, healthy singing habits and beginning part-singing. Along with the 6<sup>th</sup> grade choral class, students will perform in two concerts during the school year, singing simple partner songs as well as two part pieces.

**COUNSELING** – The goals of the middle school counseling program are: to help children better understand themselves and others, to assist students in acquiring knowledge and skills that contribute to effective learning in school and across the life span, to provide career information that assists the student in developing skills to make informed future career decisions, to help prevent problems from reoccurring, to help with identification of children with special needs, to help with coordination of efforts of parents, teachers and administrators and to provide crisis intervention when necessary. Services provided by the middle school counselors are: consultation with students, parent, teachers, administrators and other agencies, conflict resolution – listening in a non-judgmental environment in an effort to resolve conflicts, assisting parents to understand how to help children, referring students and parents to outside agencies when appropriate, and helping students learn responsibility by becoming aware of the consequences of their own behavior.

**LEAP** – Students identified to participate in fifth grade LEAP will primarily focus on reading, writing and social studies enrichment. Students will read and respond to several novels throughout the year. In addition, 5<sup>th</sup> graders will study Greek and Latin word roots as well as analogies. They will also begin to score, write and revise using the six traits of writing. Some themes will be inventors/inventions and character education. Thinking skills, in-class individual projects and role-playing will also be included in our yearly activities. Students will also examine their learning preferences and reflect on how they learn best and time will be given for personal connection and reflection in their journal.



**BAND** – This class is designed to introduce students to the art of playing an instrument. Students will learn to assemble his/her instrument and to care for the instrument. Emphasis is on correct playing posture, correct hand position and the mechanics of producing the correct tone. Reading music is an integral part and is ongoing throughout the student's participation in band. Fifth graders are expected to learn to read and play eight to twelve notes during the first year, including their first major scale. Students are required to participate in two evening concerts, one in December and one in the spring. Any student may participate in the program if he/she has an instrument and the correct method book.

**READING INTERVENTION** – Incoming fifth grade regular education students identified as needing small group reading instruction will be scheduled for a small group ELA class. This class will focus on reading fluency, vocabulary building, comprehension strategies, and word recognition along with the writing process. Our goal is to get students reading at or above grade level by the end of the school year.

**ENGLISH AS A SECOND LANGUAGE (ESL)** – This program provides structured English language instruction and content area English instruction for students who are learning English as their second language. The goal is to enable English Language Learners to acquire sufficient English proficiency so that they can enter the regular classroom and meet with success. The ACCESS Placement test (Assessing Comprehension and Communication in English State to State) is used to screen and identify students as English Language Learners. The ACCESS Proficiency test is administered in the spring to measure students' social and academic proficiency in English.