



# 5th GRADE

## Curriculum Overview

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### **Reading**

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interactions between the child and the print, enabling the reader to build meaning. Children learn to use a variety of strategies to derive meaning from print and to view reading as enjoyable.

#### **Students will work toward:**

- continuing to use a variety of strategies to unlock meaning (e.g. picture clues, context, phonics, recognizing sight words).
- becoming fluent readers at their instructional level (e.g. reading at an appropriate rate, reading smoothly, reading with expression and attending to punctuation).
- recalling story details by retelling a story in sequence.
- applying knowledge of characters, setting, events, problems and solutions in a story.
- understanding implied meaning and drawing conclusions.
- using prior knowledge to develop new meaning.
- constructing meaning from fiction/nonfiction text.
- choosing various types of reading material at their independent reading level.
- making personal and real world connections to the text and between two different texts.
- reading for pleasure.
- determining the theme of a story.
- determining a main idea.
- referencing a text when explaining its meaning.
- using evidence to support author's perspective and various points of a text.

### **Writing**

Students will experience the process of writing in the genres of Narrative, Informational, and Opinion writing as aligned in the Common Core State Standards. The philosophy and principles of writer's workshop create a learning environment that provides students with the following ideas.

#### **Students will work toward:**

- gaining independence.
- having a high degree of choice within a framework.
- taking risks and learning their craft.
- producing an informational essay.
- produce an opinion essay.
- produce a narrative.
- using appropriate grade level conventions to produce coherent writing.

### **Social Studies**

Students will learn the history of the United States from Native People through the Revolutionary War.

#### **Students will work toward:**

- understanding of five Native Cultural Regions and how they used their environment.
- motivation of Explorers and the positive and negative causes and effects.
- identifying the 13 colonies and making generalizations about their daily lives.
- exploring a timeline of events and the cause for separation from England.
- exploring the major battles of the Revolutionary War and how the Continental Army defeated the British.
- analyzing founding documents like The Declaration of Independence, The Constitution, and The Bill of Rights.
- utilizing how history influenced our lives today.

## **Math**

Mathematics instruction is facilitated by a comprehensive curriculum that maintains a balance between the development of math concepts and basic skills. Students apply math skills while working on meaningful and challenging tasks. Students study traditional math curriculum as well as estimation, geometry, measurement, patterns and relationships, and algebra concepts at an appropriate 5th level.

### **Students will work toward:**

- understanding the place value system from the thousandths through the millions.
- performing operations with multi digit whole numbers and with decimals to hundredths.
- applying a variety of problem solving strategies.
- using equivalent fractions as a strategy to add and subtract fractions.
- applying and extending previous understandings of multiplication and division to fractions.
- representing and interpreting data.
- understanding concepts of volume.
- converting like measurement units within the customary and metric measurement systems.
- writing and interpreting numerical expressions.
- graphing points on the coordinate plane to solve real world and mathematical problems.
- analyzing patterns and relationships.
- classifying two-dimensional figures into categories based on their properties.

## **Science**

Students will be actively involved in science experiences. They will be working to attain the knowledge and process skills they will need to understand the world around them. Our science curriculum utilizes the science units below, which are aligned with Next Generation Science Standards.

### **Students will work toward:**

#### **Matter and Energy in an Ecosystem (Life Science)**

- developing a sense of wonder for biodiversity: the sheer range and variety of animals found on earth.
- gaining practical experience in identifying animals, sorting them into scientific groups, and applying their knowledge.
- being introduced to two critically important concepts in biology: "habitat" and "species".
- supporting an argument that plants get the materials they need for growth chiefly from air and water.
- developing a model to describe the movement of matter among plants, animals, decomposers, and the environment.

#### **Earth and Space (Earth Science)**

- developing the idea that water is a powerful force that reshapes the Earth's surface.
- seeing that water isn't just something we drink.
- representing data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- supporting an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.
- developing a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

#### **Structures and Properties of Matter (Physical Science)**

- exploring the material properties involved in meeting basic needs (such as clothing and cooking).
- considering the solid and liquid states of matter.
- brainstorming about futuristic inventions that might be possible using new materials.
- developing a model to describe that

## **Technology**

### **Program includes:**

- COMMUNITY: Developing a community of tech users that think of others before themselves
- CODING: Intentional use of vocabulary and strategies to solve given problems
- COMMUNICATION: Students routinely use email focusing on effective and efficient communication
- COMMUNICATION: improved communication through typing
- COMPUTER AIDED DESIGN: Students understand the vocabulary and tools to design online

## **Art**


### **Program includes:**

- ELEMENTS of ART: Shape, Color, Value, Texture, Line, Form, Space
- DRAWING: contour, gesture, observational portrait, still life
- VALUE TECHNIQUES: blending, hatching, cross-hatching,
- COLOR THEORY: color mixing, tint, shade, color schemes (warm/cold)
- CERAMICS: pinch pots, coiling, slab, texture, attaching
- MATERIALS CARE: use, cleaning, storage

## **Music**

### **Program includes:**

- RHYTHM READING: with percussion instruments
- NOTE + RHYTHM READING: with boomwhackers, bells, xylophones
- SINGING: songs in major and minor keys
- DEVELOPMENT OF INDEPENDENT MUSICIANSHIP: especially with pianos
- CONNECTING: Connecting music to cultures, societies, events etc.
- PERFORMING & SELF-EVALUATING

	<p>matter is made of particles too small to be seen.</p> <ul style="list-style-type: none"> <li>measuring and graphing quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</li> <li>making observations and measurements to identify materials based on their properties.</li> <li>conducting an investigation to determine whether the mixing of two or more substances results in new substances.</li> </ul>	
<p><b><u>Fit For Life</u></b>  <b>Program includes:</b></p> <ul style="list-style-type: none"> <li>Heart Adventure Course</li> <li>Heart, Lungs and pulse</li> <li>STRENGTH: station work including jump rope, push-ups, and other strength exercises</li> <li>Football Skills: throwing, catching, game activities</li> <li>Soccer: juggling, dribbling, passing, trapping and game activities</li> <li>NUTRITION: basic nutrition and water consumption</li> <li>Above the Line behavior</li> <li>EFFORT: best effort and positive attitude towards activities and other students</li> </ul>	<p><b><u>Media Center</u></b>  <b>Program includes:</b></p> <ul style="list-style-type: none"> <li>BOOK CARE: Responsible book care</li> <li>LIBRARY ORGANIZATION: areas of the library, using signs, visual helpers &amp; displays</li> <li>LIBRARY SKILLS &amp; BOOK SELECTION: using call numbers, book location, Dewey Decimal System, types of books &amp; subjects in nonfiction, Destiny use, Sora, book selection strategies, “just right for me” selection strategies, establishing a purpose for book selection</li> <li>LIFELONG READING &amp; LITERATURE APPRECIATION: Children’s Book Awards, read alouds; listening to and enjoying books, genre (historical fiction, realistic fiction, fantasy fiction, mystery)</li> <li>RESEARCH: SOURCES &amp; ETHICAL USE: choosing reliable sources, Mel.org, World Book Kids, Britannica Encyclopedia, copyright, plagiarism, note-taking</li> </ul>	<p><b><u>Community Time</u></b>  During this 20 minute daily meeting our students will:</p> <ul style="list-style-type: none"> <li>Have conversations about life skills</li> <li>Build Social Emotional Capacity</li> <li>Problem solve classroom problems</li> <li>Learn to problem solve and compromise</li> <li>Practice communication skills</li> <li>Build resilience</li> <li>Practice zones of regulation</li> </ul> <div style="text-align: right;">  </div> <hr/> <p>The Mattawan Board of Education does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status, or any other legally protected characteristic in its programs and activities, including employment opportunities. Please contact the Assistant Superintendent of Business Services, 56720 Murray Street, Mattawan, MI 49071, 269-668-3361 with inquiries regarding nondiscrimination policies.</p>