

5th Grade Curriculum Guide



Riverside Public Schools District 96

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Language Arts

District 96 is committed to an integrated, holistic, and challenging language arts program, which includes high expectations in reading, writing, listening, speaking, spelling, and grammar. Success is provided at each child's developmental level through differentiated instruction. We believe in creating a low-risk environment that nurtures the joy and appreciation of language and life long learning.

A balanced literacy program is implemented to give students the tools to become independent learners. Open Court Reading and the school's leveled library serve as resources for the balanced literacy program. Balanced literacy provides and cultivates the skills of reading, writing, learning about words, thinking, listening, and speaking through the use of the following components:

Modeled/Shared Writing: *Teacher and students collaborate to write text; teacher acts as scribe*

- Develops concepts of print
- Develops writing strategies
- Supports reading development
- Provides model for a variety of writing styles
- Models connections among and between sounds, letters, and words
- Produces text that students can read independently
- Necessitates communicating in a clear and specific manner

Interactive Writing: *Teacher and students compose together using a "shared pen" technique in which students do some of the writing*

- Provides opportunities to plan and construct texts
- Increases spelling knowledge
- Produces written language resources in the classroom
- Creates opportunities to apply what has been learned

Independent Writing: *Students write independently*

- Strengthens text sequence
- Develops understanding of multiple uses of writing
- Supports reading development
- Develops writing strategies
- Provides opportunities to write authentically for audience and purpose

Reading Aloud: *Teacher reads selection aloud to students*

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction
- Builds a community of readers
- Develops active listening
- Models strategies through think-alouds

Shared Reading: *Teacher and students read text together*

- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect
- Promotes vocabulary development

Guided Reading: *Teacher introduces a selection at student's instructional level within flexible, small groups*

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability
- Promotes vocabulary development

Independent Reading: *Students read independently*

- Encourages strategic reading that is purposeful and active
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to independently monitor and clarify their own understanding

A Balanced Literacy Framework

Our goal in Riverside District 96 is to incorporate whole group, small group, and independent learning into everyday literacy experiences.

Most Support

Read Aloud

Teacher exposes students to rich, interesting, and varied text forms in order to build vocabulary, fluency, comprehension, and an appreciation of literature.

Shared Reading

Teacher provides explicit instruction of comprehension strategies, text forms (genres), fluency skills, word study, and vocabulary.

Guided Reading/Practice

Teacher leads small group work with text at student's instruction text level, addressing learner's specific needs determined through a variety of assessments.

Independent Reading

Students practice previously taught skills and strategies independently while reading for meaning. Teachers conference with students about their reading.

Least Support

WORD STUDY, VOCABULARY, SPELLING, and LANGUAGE
Integrated throughout the framework.

Most Support

Write Aloud

Teacher thinks aloud while composing text to model and familiarize students with the characteristics, style, and form of a chosen genre.

Shared Writing

Teacher and students collaborate to write text. Teacher writes while scaffolding students' language and ideas.

Guided Writing

Students plan and construct with teacher guidance. Students attempt to apply what has been previously demonstrated with support and validation from the teacher and/or group.

Independent Writing

Students take responsibility to write independently for different purposes using previously taught skills.

Least Support

5th Grade Literacy Goals

Reading

- Reads a wide variety of genres for a range of purposes
- Reads with fluency
- Effectively uses word solving strategies
- Acquires new vocabulary through reading
- Constructs meaning from text
- Uses strategies for comprehension
- Uses reading as a tool for learning in content areas
- Explores topics and authors that form the foundation of lifelong reading
- Sustains interest and understanding over long texts and extended periods of time
- Notices and comments on aspects of the writer's craft
- Independently chooses to read

Writing

- Writes for meaningful purposes
- Writes for specific audiences
- Presents ideas clearly
- Includes elaboration, details, facts, and/or reasons that support the main idea
- Uses a variety of sentence types
- Uses an authentic voice
- Writes with vivid word choice
- Organizes writing with a logical structure
- Provides transitions to connect ideas
- Critically analyzes own writing and that of others
- Notices aspects of the writer's craft in texts and applies knowledge to own writing
- Rereads, rethinks, revises own writing for clarity
- Edits writing for correct conventions
- Uses conventional spelling in writing

Speaking and Listening

- Demonstrates a large speaking and listening vocabulary as well as knowledge of vocabulary that is used often in written pieces
- Makes meaningful contributions during class activities
- Speaks clearly and with expression
- Responds to questions with clarity and insight
- Speaks confidently in classroom discussions
- Uses oral language to critique, interpret, apply and present information

Math

Students are provided a curriculum that is rich in opportunities and materials for exploration, inquiry, and thinking, and is centered on learner needs. *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. The balanced math curriculum contains concepts that come from five major areas: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. The following information shows the instructional goals for each unit. However, these goals are adapted through differentiated instruction, based on each child's individualized learning needs.

Unit 1: Number Theory

- Finds the prime factorizations of numbers
- Renames numbers written in exponential notation
- Uses a divisibility test to determine if a number is divisible by another number
- Identifies prime and composite numbers
- Understands how square numbers and their square roots are related
- Draws arrays to model multiplication
- Knows multiplication facts
- Identifies even and odd numbers
- Finds the factors of numbers

Unit 2: Estimation and Computation

- Writes and solves open sentences for number stories
- Rounds numbers to designated places
- Makes magnitude estimates
- Finds the product of multidigit whole numbers and decimals
- Knows place value to billions
- Finds the sum and difference of multidigit whole numbers and decimals
- Identifies the maximum, minimum, median, mode, and mean for a set

Unit 3: Geometry Explorations and the American Tour

- Determines angle measures based on relationships between angles
- Estimates the measure of an angle
- Measures an angle to within 2 degrees
- Identifies types of angles
- Identifies types of triangles
- Identifies place value in numbers to billions
- Knows properties of polygons
- Defines and creates tessellations

Unit 4: Division

- Divides decimal numbers by whole numbers with no remainders
- Writes and solves number sentences with variables for division number stories
- Finds the quotient and remainder of a whole number divided by a 1-digit whole number
- Finds the quotient and remainder of a whole number divided by a 2-digit whole number
- Makes magnitude estimates for quotients of whole and decimal numbers divided by whole numbers
- Interprets the remainder in division number stories
- Determines the value of a variable; use this value to complete a number sentence
- Knows place value to hundredths

Unit 5: Fractions, Decimals, and Percents

- Adds fractions with like denominators
- Orders and compare fractions
- Converts between fractions and percents
- Draws a circle graph for a set of data
- Measures pieces of a circle graph; interpret a circle graph
- Converts between fractions and mixed numbers
- Finds equivalent fractions

Unit 6: Using Data; Addition and Subtraction of Fractions

- Constructs stem-and-leaf plots
- Reads and interprets stem-and-leaf plots
- Adds and subtracts fractions with like denominators
- Adds and subtracts fractions with unlike denominators
- Understands how sample size affects results
- Finds common denominators
- Converts between fractions, decimals, and percents
- Identifies and uses data landmarks

Unit 7: Exponents and Negative Numbers

- Understands and applies scientific notation
- Understands and applies powers of 10
- Understands and applies order of operation to evaluate expressions and solve number sentences
- Adds and subtracts integers
- Understands and applies exponential notation
- Determines whether number sentences are true or false
- Understands the function and placement of parentheses in number sentences
- Compares and orders integers

Unit 8: Fractions and Ratios

- Uses an algorithm to multiply mixed numbers
- Uses an algorithm to multiply fractions
- Uses an algorithm to subtract mixed numbers with like denominators
- Finds a percent of a number
- Uses an algorithm to add mixed numbers
- Orders and compares fractions
- Converts among fractions, decimals, and percents
- Converts between fractions and mixed or whole numbers
- Finds common denominators

Unit 9: Coordinates, Area, Volume, and Capacity

- Plots ordered pairs on a four-quadrant coordinate grid
- Understands the concept of volume of a figure
- Uses a formula to find the volume of prisms
- Plots ordered pairs on a one-quadrant coordinate grid
- Identifies the base and height of triangles and parallelograms
- Uses a formula to find the area of triangles and parallelograms
- Understands the concept of area of a figure
- Uses a formula to find the area of rectangles

For more information, please visit <http://everydaymath.uchicago.edu/>

Social Studies

We seek to promote informed, responsible, and participatory citizens. In order to achieve civic competence, students will be provided a solid foundation in the areas of history, geography, economics, political science, and culture.

Our text, *World Cultures and Geography* (McDougal Littell), integrates these five strands of geography and guides instruction through the following topics.

FIVE THEMES OF GEOGRAPHY:

1. Region
 - What physical features are similar in the area?
 - What human features are similar in the area?
2. Movement
 - Why and how do people travel from place to place?
 - How do people exchange goods and ideas?
3. Location
 - Where is it?
 - Where did it happen?
4. Place
 - What is it like?
 - What are the physical and human features of a place?
5. Interaction
 - How do people adapt to their environment?
 - How do people change their environment?

CONTENT AREAS:

World Geography

- Five Themes of Geography

Canada

- Immigration
- Government and Economy
- A Multicultural Society

Europe Today

- The United Kingdom and Sweden
- France, Germany, and Poland

Mexico/Latin America

- Roots
- Government, Economy, and Culture
- Physical Geography

Caribbean Islands

- Independence
- Economy and Cultures
- Cuba and Guatemala

South America

- Independence
- Economy and Cultures
- Brazil and Peru

South Africa

- Physical Geography
- History, Colonialism, and the Road to Independence

East Asia

- Modern China and Modern Japan

For more information, please visit <http://www.mcdougallittell.com>

Science

We are committed to an integrated, hands-on, balanced approach to science education, which includes life, earth, physical, and environmental sciences. Our text, *Science Explorer* (Prentice Hall), guides daily science instruction in the following content areas:

ANIMALS

What is an Animal?

- Physical Characteristics
- Adaptations
- Systems & Interactions
- Evolutionary process and natural selection
- Symmetry

Invertebrates

- Sponges & Cnidarians
- Worms
- Mollusks
- Arthropods
- Echinoderms

Vertebrates

- What is a vertebrate?
- Fish
- Amphibians and Reptiles
- Birds
- Mammals

HUMAN BIOLOGY AND HEALTH

Human Anatomy

- How the body is organized
- Function
- Identification of organs
- Ways to keep healthy
- Correlation with other systems

Systems

- Skeletal/Muscular
- Circulatory/Respiratory
- Digestive Excretory
- CNS
- Endocrine/Reproductive

D.A.R.E.

- Identification of drugs
- Ways to say “No”
- Application to daily living

For more information, please visit <http://www.phschool.com>

Physical Education

The goal of the physical education program is to improve physical fitness and skill levels, develop cooperative social skills, enhance positive learning experiences, and encourage a desire for life-long fitness. Students attend physical education class 2 days per week, and also participate in teacher-directed P.E. 3 days per week.

Through a variety of experiences involving individual and team sports, rhythmic activities, fitness activities, and games, students will:

- Demonstrate all fundamental locomotor and non-locomotor movements using correct form during individual and team activities
- Demonstrate a variety of throws using different objects for accuracy and force
- Perform combinations of sport related skills using correct form
- Explain movement in terms of effort, flow, space, and time
- Demonstrate an understanding of spatial awareness and spatial relationships
- Identify and apply the components of good sportsmanship
- Work cooperatively and safely with others during physical activities
- Demonstrate ways to resolve conflict during physical activities
- Identify offensive, defensive, and cooperative strategies during individual and group activities
- Understand physiological indicators that accompany moderate/vigorous physical activity
- Understand short and long term effects of exercise on the body
- Discuss the benefits of physical activities
- Explain the concepts of warm-up and cool down
- Participate in a variety of health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance
- Monitor and record data on individual heart rate before, during, and after physical activity
- Perform the Presidential Fitness Testing to assess specific aspects of health related fitness and set a realistic goal for improvement
- Identify activities that can provide life long physical exercise

Art

The purpose of the art program is to improve creativity, enhance a positive learning experience, and to encourage a desire to embrace the area of art. Students attend art class once each week for 50 minutes. Through weekly art instruction, students will:

- Differentiate between positive and negative space in a work of art
- Distinguish light and dark values of color
- Use light and dark values to give form to an object
- Compare art works, discussing how the artist uses art elements to create a mood, feeling, or idea
- Introduce appropriate tools and materials to create 2-D and 3-D art
- Recognize the different characteristics of similar materials
- Create a ceramic sculpture using additive techniques
- Use a variety of tools and materials to create an original artwork: drawing, painting, ceramics, and mixed media
- Explain how works of art relate to the environments where they are displayed
- React to and evaluate performances/art works in a respectful, supportive, and knowledgeable manner
- Discuss the use of technology in the arts
- Examine, describe, and discuss a wide range of art from different historical times and other cultures, specifically master works
- Understand that artists and cultures have identifying characteristic styles
- Use technology in an art related activity

Music

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Students attend music class three times a week for 30 minutes each. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing, and evaluating, students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Innate to the curriculum is a spiral effect where earlier concepts are reinforced and expanded upon.

Fifth Grade Curriculum

- Rhythm - dotted quarter notes, dotted eighth sixteenth notes
- Melody - major key signatures, cadences
- Harmony – chords
- Tone Color - voice parts (soprano, alto, tenor, bass), playing instruments*
- Form - coda, interlude
- Expressive Qualities - **style** - seasonal songs and celebrations for Veteran's Day and programs/concerts. Songs from other cultures, **tempo** - appropriate choice of tempo
- History/Appreciation – world music from each continent

*In fifth grade students have the opportunity to participate in the band and orchestra program in our district. All students are encouraged to participate in either program. If your child chooses not to participate in these programs he/she will continue reinforcing the fifth grade curriculum with his/her general music teacher.

Social/Emotional

The purpose of the social work classroom program is to engage students in activities that promote self-awareness, interpersonal skills, and responsible behavior. Thirty-minute lessons are administered monthly by the school social worker within the classroom setting. The following areas are addressed through story telling, artwork, role-play, and/or class discussion:

- Demonstrate an ability to prevent, manage, and resolve interpersonal conflict in a constructive way
- Describe approaches for making and keeping friends
- Recognize personal qualities and external supports
- Demonstrate knowledge of how social norms affect decision-making and behavior
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations
- Identify peer strengths
- Transition successfully to middle school

Notes