



Grade 5

CURRICULUM OVERVIEW 2009~2010

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Introduction

Welcome to the middle school campus! Your child has made it through the elementary school years and is ready to become a middle school student. You will find the structure of the 5th-6th and 7th-8th grade sides of the campus very reassuring. Your student will have the benefit of being in a homeroom and in classes with a team of teachers whom are caring and well prepared to offer a strong academic program with support, strategies, interest, and creativity. Your student will be part of a weeklong outdoor education experience at Camp Henry Horner, a Lake County Forest Preserve Project: the Crane Chronicles, and other curriculum related experiences. He/she will read short stories, poetry, mysteries and more. The students will visit the Egyptian Exhibit at the Field Museum and compete a project with a local artist and design a go-cart. The students will replicate an archeological dig. All of this will involve writing and the use of related technology and information location skills. Students will continue a rigorous progression of math skills including geometry, fractions, and decimals. Be sure to supply your child with a quiet place and time to study. You will watch your student's sense of responsibility blossom. Each student develops confidence in doing his own jobs. This stage begins the process of watching as your student takes hold and you begin to watch from the "sidelines".

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to fifth grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessments and homework policy for the fifth grade are also included.

You will want to pay special attention to the Learning Standards for all District 67 students. These standards are what your child should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study is rigorous, based in best practice, interesting and engaging for your child. It is delivered by a highly qualified staff who believe that all children can learn and who value the partnership with you to create an environment for your student's success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

Fifth Grade Overview



Language Arts

- ◆ Use a rubric to guide and assess writing
- ◆ Generate and organize ideas using a variety of planning strategies
- ◆ Establish central idea, organization, elaboration, and unity in relation to purpose and audience
- ◆ Add detail to support ideas and enhance writing
- ◆ Expand ideas by using modifiers, subordination, and standard paragraph organization
- ◆ Edit documents for clarity and correct grammar; proofread for spelling, capitalization, and punctuation
- ◆ Write multi-paragraph expository, persuasive and personal narrative essays that include an introduction, body paragraphs, and a conclusion
- ◆ Use anecdote, opinion, dialogue, quotation, and fact leads for expository and persuasive essays
- ◆ Write a response to literature that shows connection(s) with the story or character, specific support from the piece of literature, and an evaluation of the author's writing
- ◆ Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, websites, technology)
- ◆ Determine the accuracy, currency, and reliability of materials from various sources
- ◆ Cite sources used
- ◆ Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes
- ◆ Prepare and deliver oral presentations
- ◆ Identify literary elements of setting, problem, events, solution, main characters, and theme in literary works
- ◆ Use and vary types of sentences in writing; declarative, imperative, exclamatory, interrogative, and compound sentences with coordinating and correlative conjunctions
- ◆ Use a thesaurus and/or dictionary to improve word choices
- ◆ Read a variety of fiction and nonfiction selections at the child's instructional level
- ◆ Identify the characteristics of historical fiction
- ◆ Identify and analyze the elements of fiction
- ◆ Analyze the types of humor found in printed material
- ◆ Apply word analysis and vocabulary skills to comprehend selections
- ◆ Apply reading strategies to improve understanding and fluency
- ◆ Appreciate and write poetry
- ◆ Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins, Greek, and Latin derivatives
- ◆ Clarify word meaning using context clues for meaning and a variety of resources for writers including, glossaries, dictionaries, and thesaurus
- ◆ Establish purposes for reading
- ◆ Preview reading materials to make predictions and connect reading to other sources
- ◆ Identify structure of nonfiction texts to improve comprehension
- ◆ Use information to form, explain, and support questions and predictions
- ◆ Make and support inferences about author's purpose
- ◆ Compare, contrast, and evaluate ideas and information from various sources and genres

Language Arts (cont'd)

- ◆ Explain how authors use foreshadowing, flashback, and figurative language to express their ideas
- ◆ Connect information presented in tables, maps, and charts to print or electronic text
- ◆ Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works
- ◆ Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning
- ◆ List the main events of a story's plot
- ◆ Identify rising action, conflict, climax, and falling action; explain the sequence of events in logical order
- ◆ Identify definitive features of literary forms (e.g., nonfiction, historical fiction, myth, and suspense)
- ◆ Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience, prior knowledge and other texts
- ◆ Identify and explain themes that have been explored in literature from different societies and eras
- ◆ Describe and apply knowledge of historical fiction to the study of ancient civilization and current events
- ◆ Correctly use a variety of transitions
- ◆ Appropriately use the eight parts of speech
- ◆ Demonstrate understanding of the listening process in formal and informal situations
- ◆ Ask and respond to questions related to oral presentations and messages in small and large groups
- ◆ Restate and carry out a variety of oral instructions
- ◆ Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format
- ◆ Use speaking skills and procedures to participate in group discussions
- ◆ Practice appropriate listening behaviors
- ◆ Ask and respond to questions related to oral presentations and group messages
- ◆ Restate and carry out a variety of oral instructions
- ◆ Demonstrate knowledge and understanding of the listening process
- ◆ Know the different reasons for listening
- ◆ Provide constructive feedback to a speaker
- ◆ Use speaking skills and procedures to participate in group discussions



Mathematics

- ◆ Identify and explain prime numbers
- ◆ Identify and explain composite numbers
- ◆ List factors of a number
- ◆ List multiples of a number
- ◆ Find the square of a number
- ◆ Find the square root of a number
- ◆ Describe and apply the divisibility rules for 2, 3, 5, 6, 9, and 10
- ◆ Solve two-step problems with decimals
- ◆ Use a protractor to measure angles (use semicircle or circle protractor)
- ◆ Use geometric properties to find measurements of angles
- ◆ Use fractions and decimals to compare money
- ◆ Compare fractions
- ◆ Order fractions
- ◆ Construct circle graphs
- ◆ Read circle graphs using fractions to answer questions re: graph
- ◆ Measure map distance using map scale
- ◆ Draw polygons with prescribed areas and perimeters
- ◆ Find the coordinates of a point on entire coordinate plane
- ◆ Find the radii of a circle
- ◆ Find the diameter of a circle
- ◆ Find the circumference of a triangle
- ◆ Label a number line with integers
- ◆ Add and subtract integers with manipulatives (manipulatives allowed on assessment)
- ◆ Complete a table showing rules
- ◆ Graph the results of the table
- ◆ Solve a simple equation using a pan balance
- ◆ Write an algebraic expression to describe a real life situation
- ◆ Measure to $\frac{1}{16}$ of an inch with a ruler
- ◆ Find equivalent fractions, decimals, and percents (multiples of 5 and denominators up to $\frac{1}{8}$)
- ◆ Identify the numerator and denominator of a fraction
- ◆ Rewrite fractions in simplest form
- ◆ Add and subtract with fractions
- ◆ Add and subtract with decimals
- ◆ Use fractions to describe parts of an hour
- ◆ Recognize properties of geometric solids

SKILLS OVERVIEW

Mathematics (cont'd)

- ◆ Find missing dimensions, given the volume of a rectangular prism
- ◆ Find the volume of cylinders
- ◆ Find the volume of pyramids
- ◆ Estimate capacity in metric measures
- ◆ Solve ratio number story problems
- ◆ Solve multi-step problems with fractions
- ◆ Divide by 2 digit divisors with rational remainders
- ◆ Multiply with fractions

Science

- ◆ Collect data on animal preferences through background research and developing appropriate experiments
- ◆ Organize and analyze data from animal investigations
- ◆ Compare the relationships between structure and functions of materials and systems
- ◆ Identify and compare different transport systems of the human body
- ◆ Develop the design and procedures to build a self-propelled go-cart that goes two meters
- ◆ Build a prototype of the self-propelled go-cart
- ◆ Modify the go-cart design to increase the effectiveness of the design
- ◆ Identify and classify biotic and abiotic factors in an environment that would affect population, density, habitat, and placement of organisms in an energy web
- ◆ Identify, classify, recycle, reuse, and reduce what is used
- ◆ Use safety procedures in and outside of the laboratory
- ◆ Design and construct models to explain how something works or to solve a problem
- ◆ Collect data in the distance the rubber band car travels through observing, estimating, and measuring
- ◆ Construct charts and visualizations to display data
- ◆ Construct reasonable explanations based on data gathered while experimenting
- ◆ Use data to produce reasonable explanations about habitats and ecosystems
- ◆ Identify renewable and nonrenewable natural resources
- ◆ Explain why similar investigations may not produce similar results
- ◆ Describe the effects of technological innovations on the ecological environment
- ◆ Identify and explain ways that technology changes ecosystems related to the ozone layer and global warming

Social Studies

- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Describe roles of individual citizens in ancient civilizations
- ◆ Explain economic and political systems in ancient civilizations
- ◆ Explore culture and daily life in various time periods and places (e.g., ancient Egypt, Greece, and Rome)
- ◆ Use a variety of writing styles and products to express learned concepts
- ◆ Participate in a variety of simulations focusing on archaeology and learning about the past
- ◆ Examine and explain the structures and functions of the political systems of Egypt, Greece, and Rome
- ◆ Describe the election processes and responsibilities of citizens in ancient cultures
- ◆ Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state, and nation
- ◆ Compare the roles and influences of individuals and interest groups in the political systems of ancient cultures
- ◆ Explain ways that individuals and groups influence and shape public policy
- ◆ Give examples of how the division of labor allowed for the socioeconomic growth of a civilization
- ◆ Examine the events, trends, individuals, and movements shaping Ancient Civilizations
- ◆ Apply the skills of historical analysis and interpretation
- ◆ Explain how artifacts tell the story of a civilization
- ◆ Describe how people in different times and places viewed the world in different ways
- ◆ Describe the historical development of city-states in ancient civilizations
- ◆ Compare the political characteristics of Greek and Roman civilizations
- ◆ Identify causes and effects of the decline of the Roman Empire
- ◆ Describe the economic consequences of the first agriculture revolution, 400 BCE - 1000 BCE
- ◆ Describe the basic economic systems of the world's ancient civilizations, 100 BCE - 500 CE
- ◆ Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives
- ◆ Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places (e.g., Ancient Rome)
- ◆ Understand world geography and the effects of geography on society in ancient civilizations
- ◆ Use maps and other geographic representations and instructions to gather information about people, places, and environments
- ◆ Explain the correlation between the geography of a location and the natural resources including the food supply and other products
- ◆ Understand relationships between geographic factors and society
- ◆ Investigate the various aspects of the arts and architecture of the different civilizations
- ◆ Describe the importance of recorded stories from the different civilizations
- ◆ Understand the roles and interactions of individuals and groups in society
- ◆ Identify and explain the elements of a civilization (Flagworts)
- ◆ Explain myths from ancient cultures and apply them to current life and literature

World Language

- ◆ Paraphrase illustrated stories of audiovisual programs or websites
- ◆ Follow instructions in the target language, given one step at a time, for a wide range of activities
- ◆ Pose questions spontaneously and respond accordingly in structured situations
- ◆ Produce language using proper pronunciation, intonation, and inflection
- ◆ Comprehend gestures and body language often used in everyday interaction in the target language
- ◆ Comprehend written classroom directions, read simple passages, infer meaning of cognates, and recognize loan words
- ◆ Decode new vocabulary using contextual clues and drawings on words and phrases from prior lessons
- ◆ Write on familiar topics using appropriate grammar, punctuation and capitalization
- ◆ Present a simple written oral report on familiar topics
- ◆ Present a production (e.g., TV commercial, ads, skits, songs) using known vocabulary and grammatical structures
- ◆ Demonstrate activities (e.g., games, songs, and role playing) associated with the target language
- ◆ Identify sample art works and their creators associated with areas where the target language is spoken
- ◆ Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language
- ◆ Read, retell, and summarize selected literary works
- ◆ Identify sample literary works and their authors representative of the target language
- ◆ Summarize the main points of selected media presentations in the target language
- ◆ Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, and the French Revolution)
- ◆ Use maps, charts, digital images, graphs, and other geographic representations to describe and discuss countries where the target language is spoken
- ◆ Identify products that are from the countries where the target language is spoken and that are found in the United States economy
- ◆ Use the target language to make, use and estimate measurements (e.g., time, linear, monetary)
- ◆ Use target language vocabulary in/or describe games, dances, and sports
- ◆ Use the target language to describe activities and characteristics of selected occupations and work places
- ◆ Use the target language to explain and describe general career choices in which the target language can be used
- ◆ Using the target language to make real world connections (e.g., Ancient Rome and Current life)
- ◆ Using different aspects of differentiation within the target language

Fine Arts

- ◆ Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ◆ Identify elements and expressive qualities such as tone, color, harmony, melody, form (rondo, theme, and variation) rhythm/meter, and dynamics in a variety of musical styles
- ◆ Through creating and performing, understand how works of art are produced
- ◆ Understand processes, traditional tools, and modern technologies used in the arts
- ◆ Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles)
- ◆ Read and interpret the traditional music notation of note values and letter names
- ◆ Apply skills and knowledge necessary to create and perform in one or more of the arts
- ◆ Sing or play acoustic or electronic instruments demonstrating technical skill
- ◆ Analyze how the arts function in history, society, and everyday life

SKILLS OVERVIEW

Wellness

- ◆ Demonstrate smooth combinations of fundamental locomotor skills
- ◆ Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations
- ◆ Demonstrate appropriate use of level in dynamic movement situations
- ◆ Demonstrate the ability to contrast a partner's movement
- ◆ Follow the rules, procedures, and etiquette; use equipment safely and properly; select and use proper attire that promotes participation and prevents injury
- ◆ Describe fundamental components and strategies used in sports and games such as basic positions, offense or defense
- ◆ Relate ways that aerobic exercise strengthens and improves the efficiency of the heart/lungs
- ◆ Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness
- ◆ Monitor one's heart rate during exercise
- ◆ Define the principles of frequency, intensity, and time; describe how to incorporate these principles to improve fitness
- ◆ Match different types of physical activity with health-related components
- ◆ Identify appropriate fitness goals in each of the components of health-related fitness
- ◆ Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity
- ◆ Discuss steps to reduce disease and risk factors associated with disease such as good nutrition, exercise, and regular screenings
- ◆ Describe ways peers, media, and advertising can influence personal health decisions
- ◆ Describe the structure and function of the muscular and skeletal system as they relate to physical performance
- ◆ Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet)
- ◆ Identify physical, mental, social, and cultural factors affecting growth and development of children
- ◆ Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age)
- ◆ Identify different forms of peer pressure and support systems to help guide negative pressures
- ◆ Demonstrate ways to communicate care, consideration, and respect for others
- ◆ Use sportsmanship skills for settling disagreements in socially acceptable ways
- ◆ Apply a decision-making process to an individual health concern
- ◆ Apply refusal and negotiation skills to potentially harmful situations



Testing

Fifth grade students will again take the NWEA Measures of Academic Progress (MAP). They will be tested in: Reading Achievement; Language Usage Achievement; Mathematics Achievement.

The MAP tests measure student success in District 67 curriculum. The tests are administered in fall and in spring. Teachers use the fall results to prescribe instruction based on student profiles. They are able to monitor growth based on periodic testing as needed. Students new to District 67 are given MAP tests to provide for more accurate class placement. The spring results with fall data are mailed to parents by the end of May as one indicator of a student's growth throughout the school year. The results will be mailed to you by the Assistant Superintendent of Student Service's office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or the school principal.

In fifth grade the students will take Illinois Standards Achievement Test (ISAT) in March in the areas of: Reading, Mathematics and Writing. This series of tests measures our current student's progress on the State of Illinois curriculum standards. These results will be mailed to you the following fall from the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or school principal.

The same common sense advice for test preparation holds true in fifth grade as it did in the primary years: have a calm evening preceding the tests; get a proper amount of sleep; eat a moderate and nutritious breakfast.

If your student demonstrates or expresses anxiety about test-taking situations, reassure him/her that to some extent this is natural when we want to do well on a task. If anxiety concerns continue, contact your student's teacher. Together you can support your student in test taking strategies. If more pronounced concerns persist, the services of the school psychologist or social worker are available to your student to work on anxiety and stress relief strategies. The team of professionals at our middle school is highly qualified and ready to work with you to help your student become a confident test-taker.

Illinois Standards Achievement Test (ISAT) - March

- ◆ Reading
- ◆ Writing
- ◆ Mathematics

NWEA Measures of Academic Progress (MAP) - Fall/Spring

- ◆ Reading Achievement
- ◆ Language Usage Achievement
- ◆ Mathematics Achievement

HOMWORK POLICY

Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

The purpose of homework will be to extend learning through:

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

Benefit to students:

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

Professional staff responsibilities:

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to work sent home

Student responsibilities:

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

Principal/Administration responsibilities:

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

Parent responsibilities:

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

HOMWORK GUIDELINES

These guidelines define general homework expectations and will be applied with reasonable flexibility. They are not to solve all problems related to homework. Rather, they are a guide for students, parents, and teachers as all work together in an attempt to reach an appropriate balance between the student's school life and family life.

These guides aim to be sensitive to developmental readiness as the student progresses from fifth through eighth grade, and to provide a framework to prepare students for the responsibilities and workloads of high school and beyond. The expectation for the student to self-advocate with teachers becomes greater while the need for parent involvement becomes less. During these transition years, it is appropriate for students to experience challenges, which lead to determination, confidence, and independence.

Definition of Student Homework Responsibilities

From fifth grade to eighth grade, parents and teachers should work together with students to help them achieve independence in managing the following homework responsibilities.

Students will:

- ♦ Maintain an accurate assignment notebook
- ♦ Manage an average daily homework workload of:

<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
1-1.5 hours	1-2 hours	1.5-2.5 hours	2-2.5 hours

- ♦ Organize homework workloads to distribute the demands of daily, short-term, and long-term projects.
- ♦ Balance personal activities and commitments with school responsibilities
- ♦ Establish a time and place at home to do nightly homework
- ♦ Produce homework that meets the requirements of the assignment
- ♦ Advocate with teachers and staff regarding homework issues
- ♦ Bring homework to class on time

Homework Expectations by Subject Area

The following are general descriptions of the types and frequencies of homework to be routinely expected in each subject area:

<u>Fine Arts:</u>	Study for tests, quizzes, and projects; nightly practice for performing arts groups
<u>World Languages:</u>	Short and long-term assignments four or five times per week; nightly review when formal assignments are not given
<u>Health:</u>	Study for tests, quizzes, and projects
<u>Language Arts:</u>	Nightly assignments four to five times per week; short and long-term projects
<u>Math:</u>	Nightly assignments four to five times per week; some long-term projects; nightly review when formal assignments are not given
<u>Science:</u>	Short and long-term assignments two to three times per week
<u>Social Studies:</u>	Nightly assignments four to five times per week; short and long-term projects

NOTES