

Fifth Grade Curriculum Guide

Bennington Public Schools



INSPIRE ↕ LEARN ↕ ACHIEVE
TOGETHER

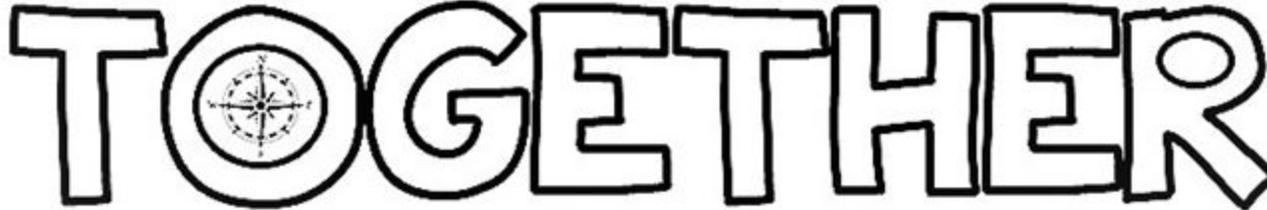
OUR MISSION...

The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

This mission is supported by the following value statements:

- Community support enhances learning
- Every individual is important and deserves respect
- Every student can learn
- Students learn by doing
- Collaborative involvement facilitates learning
- Individuals learn in different ways
- Effective communication is an essential life skill
- Thinking skills are necessary in a changing world
- A love of learning enhances the quality of life
- Reflection and self-evaluation are valuable

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Language Arts

Mission Statement

Bennington Public Schools is committed to helping all students become successful readers, writers, listeners, and speakers.

Students will be provided with reading skills based on both the structure of language and the meaning of language in context that they can apply.

Bennington students will become independent readers, writers, listeners, and speakers through a balanced literacy instructional program.

Bennington's balanced literacy program will consist of:

- systematic & explicit instruction in:
 - o phonemic awareness
 - o phonics
 - o fluency
 - o vocabulary
 - o comprehension of both factual & fictional material
- reading aloud both student & teacher
- shared reading
- guided reading in flexible groups
- independent reading
- instruction in the Six-Trait Writing + 1 Model
 - o voice
 - o ideas
 - o word choice
 - o organization
 - o sentence fluency
 - o conventions
 - o presentation
- modeled and shared writing
- interactive writing
- independent writing
- speaking instruction & opportunities
- listening instruction & opportunities

Reading

McGraw-Hill Reading Wonders ©2014

Grade Levels K - 5

Unlock the Wonders of Reading

Reading Wonders is designed specifically for the State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction.

The program provides support for

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials that were created to teach the rigor, intent, and depth of the new State Standards.

Listening

- ❖ Develop listening skills for information.
- ❖ Follow oral directions.
- ❖ Listen for enjoyment and comprehension.

Keyboarding

EduTyping Jr. will be implemented as the Keyboarding curriculum. Keyboarding instruction will be introduced in Media and additional practice will be provided in the classroom.

Handwriting

Teachers utilize the Zaner-Bloser curriculum for handwriting. The curriculum teaches the basic structure of cursive handwriting as well as more in-depth pieces.

Handwriting Zaner Bloser Handwriting is the curriculum Bennington has adopted to teach students to write legibly. We use this curriculum to help students write letters, words and sentences that are legible to writers and readers. Students will be asked to evaluate their own writing and use techniques to help them develop and improve their writing skills.

Writing

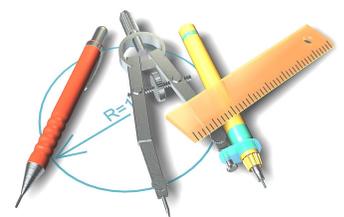
At Bennington Public Schools, 5th grade students use the program, *Being A Writer*, from the Center for the Collaborative Classroom, writing units include the writing process, personal narrative, expository nonfiction, functional writing, opinion writing, and poetry.

Spelling/Grammar

Bennington Public Schools has adopted the spelling & grammar curriculum from *Wonders*. For spelling, the students' instruction will focus on spelling patterns, writing application, and word analysis. There is a weekly spelling list that the students will be tested over at the end of the week. The students spelling words will be presented as sentence dictation. For grammar, the curriculum supports the students' acquisition of grammar, usage, and mechanics skills. There is a weekly skill that will include daily practice followed by a sentence dictation for assessment.

Mathematics

This year students will be introduced to many new mathematical concepts. Children need to practice new concepts so you can expect your child to bring home math assignments most evenings. Time is given at the end of each period so students can work on their assignment. We want to ensure that children have a good understanding of the concept being taught. Listed below are the areas that will be covered in fifth grade. Several state assessments are given. I have marked those concepts with an asterisk.

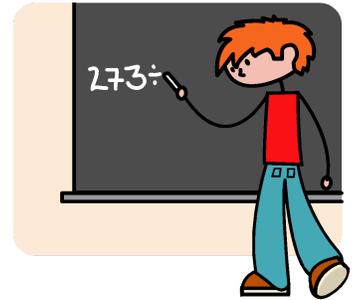


❖ Numeration/Number Sense

- o Recognize whole numbers, rational numbers, and integers
- o Identify equal ratios
- o Compare and order fractions and decimals
- o Change percent to equivalent forms
- o Identify prime and composite numbers

❖ Computation and Estimation

- o Add and subtract fractions with like denominators
- o Add and subtract fractions with unlike denominators
- o Add, subtract, multiply, and divide decimals *
- o Multiply fractions and mixed numbers
- o Add and subtract mixed numbers with like and unlike denominators
- o Use a variety of strategies to solve word problems*
- o Find a percent from a number
- o Add, subtract, multiply whole numbers*
- o Divide whole numbers by 1 and 2-digit divisors*
- o Rename fractions as mixed numbers and in simplest form
- o Solve proportions and ratios
- o Evaluate expressions using the order of operations
- o Use estimation in a variety of problems



Measurement

- o Recognize and find the area of a figure in both standard and metric units
- o Use the proper tools and units to measure both metric and customary capacity
- o Use the proper tools and units to measure weight, mass, temperature, perimeter, area, and volume
- o Solve problems involving time and temperature
- o Convert units of time*

❖ Geometry/Spatial Concepts

- o Identify polygons*
- o Identify lines*
- o Describe the properties of quadrilaterals*
- o Classify and describe angles and ray*
- o Understand and apply the properties of congruence, similarity, and symmetry
- o Find perimeter and area of rectangles, squares, triangles, and parallelograms
- o Find circumference and area of a circle
- o Find the volume of a prism
- o Apply slides, flips, and turns to quadrilaterals
- o Use geometric representations to solve problems and describe the physical world

❖ Data Analysis/Probability/Statistics

- o Make and interpret charts and graphs*
- o Calculate the mean, median, mode, and range of data*
- o Use ordered pairs to organize data

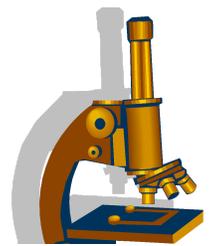
❖ Algebraic concepts

- o Solve expressions using order of operations*
- o Describe patterns to solve problems*

Science

Course overview

The fifth grade science curriculum focuses on four areas of study: life science, physical science, earth science, and the scientific process. Throughout the year we will incorporate using the scientific method for science inquiry. We will make and use models to explain scientific theories. Fifth graders will design and implement



scientific experiments, and develop an understanding of science as a human endeavor. These are some of the main topics which will be studied throughout the year.

Scientific Process

- * Students will study the scientific process
- * Students will study how scientists work

Life Science

- * Students will study cells to body systems.
- * Students will study how living things grow and reproduce.
- * Students will understand ecosystems and how energy moves through ecosystems.

Physical Science

- * Students will study and experiment with matter, physical and chemical changes.
- * Students will study forces and motion.
- * Students will study light and sound energy.

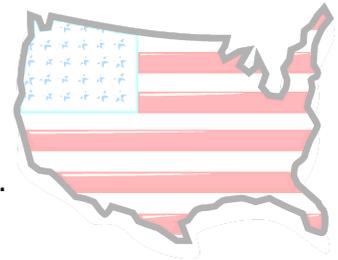
Earth Science

- * Students will study changes to the Earth's Surface..
- * Students will study natural resources both renewable and nonrenewable.
- * Students will study the rock cycle and the formation of fossils.

Social Studies

Course Overview

Fifth grade students study the early history of the United States. The course progresses from the earliest inhabitants of North America, through European explorers, colonization, the Revolution, the Constitution, and then on through the early 1800's. With the use of hands-on projects, students hone their research, critical thinking, report writing, and public speaking skills. Additional units of study focus on economics, electoral politics, and the current regions and states of the United States.



Course Outline

We begin the year out of sequence as we study the United States Constitution. This is due to our national recognition of "Constitution Day," September 17th.

Our study then turns to the Native cultures of North America. We learn how these cultures were influenced by factors such as climate and resources. Students create models and reports and present their findings to the class.

Our next unit centers upon European contact and exploration: from the Vikings through the Spanish, French, and English. We learn reasons for their exploration as well as the impacts upon the native communities.

Students then delve into European colonization of the Americas. The conflicts between the imperial powers of France, Spain, and England are related to their impact upon our country. We also learn of the difficulties and successes of the first settlements in North America.

Life in the original 13 colonies is studied. Once again, the factors of climate and resources are examined. The motivation of these early colonists is studied by asking questions such as, "Why did the colonists leave their homeland for a new world?" and "How did this influence their colonial lives?"

We then study the growing conflict between the colonies and England—the factors which slowly but relentlessly moved towards open conflict, a declaration of independence, and war. We learn of key forces, people, and events. Students also study the years immediately following the war: the difficulties experienced by the government and its people. We then come full circle and review the United States Constitution and its impact on our lives, including our systems of checks and balances and electoral politics.

Fifth Grade Specials

Guidance and Counseling

Guidance classes as well as small group lessons and individual guidance assistance are an integral part of the school curriculum. Guidance lessons are designed to promote student growth in three areas: social/emotional domain, academic/educational domain, and career/occupational domain. The school counselor works with staff and parents in various ways to support a positive school experience for all students.

Physical Education

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

Music

All standards in K-3 apply and sequential learning will build on that foundation.

- ❖ Demonstrate basic vocal technique through performance.

Sing a diatonic song with pitch accuracy

Sing harmony, descant, two-part, three-part singing

Use correct posture.

- ❖ Reading and notation of melody and rhythm.

Use rhythm patterns that include syncopated and dotted rhythms

Pick up and Down beat

6/8 time signature, mixed meters, asymmetrical meters, cut time

Sixteenths, triplet, polyrhythms

Ledger lines, octave, Bass clef, Grand staff, intervals, note stems

Whole steps, half steps, tonic

Major and minor scales and chords, Chromatic scale

Enharmonic equivalents

- ❖ Perform on pitched and unpitched instruments, recognize instruments by sight & sound

Play melody or harmony on instrument (4th grade- recorders)

Recognize individual instruments by sight and sound

- ❖ Introducing the structural components of form and harmony.

Countermelody, round, descant, 4 part harmony

Soprano, Alto, Tenor, Bass

Chords: I, IV, V, V7

Accompanied, unaccompanied, acapella, unison

Texture, monophony, homophony, polyphony

Fugue, sequence, D.C., and D.S.al fine, Coda

First and second (etc.) Endings

- ❖ Composing, arranging and improvising melodies, rhythms, variations and accompaniments within specified guidelines.

Together as a class and/or as an individual

- ❖ Listening to, analyzing, evaluating and describing music and music performances and styles.

Listening to and/or performing many different genres of musical style

- ❖ Understanding music in relation to history and culture.

Art

Big Ideas

1. **Communicating:** People communicate ideas and feelings through art.
Concept 1. “People in Art” – From the earliest times, artists from all cultures have shown people in art. They have painted portraits or carved likenesses from wood or stone.
Concept 2. “Stretch Your Imagination” – Artists continue to search for new ways to capture viewers’ imaginations. Such as art movements and art techniques that have changed the way people view and appreciate art.
2. **Problem Solving:** People solve problems through art.
Concept 1. “Moments in Time” – Artists create artworks that preserve a moment in time. They may capture an event, a mood, or even the way light and shadows appear.
Concept 2. “The Artist’s Environment” – Artists may draw inspiration from their environments, but sometimes they create new environments. Artists create environments such as landscapes, architecture, garden designs, and murals.
3. **Connecting:** Art is a means of connecting people to the world.
Concept 1. “Art Reflects Culture” – Artists from different cultures express their thoughts and feelings about the world in ways that have special meaning to them.
Concept 2. “Nature Inspires Art” – The beauty of the natural world provides inspiration for many artists, to create natural objects and scenes

Focus

Elements

Line – Sketch

Color – Monochromatic

Shape – Two Dimensional

Value – Tints & Shades

Space – Background, Foreground, & Middle ground Positive & Negative Space

Form – Three Dimensional

Principles

Proportion – Knee’s & Elbows

Balance – Radial Balance

Contrast – Shape Contrast

Unity/Variety – A Cohesive Unit

Spanish

Fifth Grade Goals

In Fifth grade, our goals are to provide opportunities for children to do the following:

- To recognize a sound system different from English
- To hear and respond to simple directions in Spanish
- To name and identify vocabulary related to the unit of study
- To produce oral language by imitating, singing, rhyming and responding with learned words and phrases
- To exchange basic information and interact with peers, using phrases and questions

Fifth Grade Activities

Some activities in the Fifth grade Spanish classes include the following:

- Singing, games, and movement
- Counting, graphing, sorting, etc.
- Listening to stories
- Learning about cultural similarities and differences
- Following directions
- Responding with simple words and phrases
- Writing simple sentences, descriptions and preferences
- Write a personal communication such as a note, letter, or invitation

Fifth Grade Information

Midterms: First reports will come home with your child about mid September. These will simply indicate the student's progress in each core subject. A grading scale is included on each report so that you can easily convert their average into a letter grade. Our first parent/teacher conferences are not scheduled until October.

Homework: Students can expect to have 30-50 minutes of homework. Most assignments may be taken home to be finished, but hopefully study time will be used wisely each day so that the homework load will be lightened. If your child is struggling with this at home, please call us so we can work towards a solution.

Visitors: Please come and visit our rooms whenever you have some free time. It's always fun to share our day with you. For safety reasons, we ask that you check in at the office before going to your child's classroom.

Papers Home: All work should go home for parents to see. Usually we make a special effort to clean out desks and pass out completed work on Friday. Look for your child's take-home folder each Friday. It will contain corrected papers and other important notes. Send the folder back on Monday. The Badgerline will also come home on Friday.

Accelerated Reader: We are using the accelerated reading program throughout the elementary school. A computer generates 10 questions about the selected library book. Your child will answer questions about his/her book on the computer. Students receive feedback in the form of a computer printout on % of correct responses, etc. The students are awarded prizes for the number of AR points they accumulate each week. Each student will set a quarterly goal and work towards reaching that goal.

Discipline Policy: The fifth grade teachers use a clipboard for discipline problems and late assignments. If a student has a discipline problem or a late assignment, they will be asked to write their name on the clipboard. If a student should get their name on the clipboard three times in one day, they will be referred to the principal, fill out a Discipline with a Purpose Problem-Solving form, and receive a detention. If a student is on the clipboard 4 times in one week, they will receive a detention. If a student is on the clipboard 6 or more times in one month, they will serve a detention. Detentions are served on Tuesdays and Thursdays from 3:07-3:45.

Book orders: Book orders will be sent home monthly. When returning book orders, make sure your child's name is on the order form. Please make checks payable to Scholastic Books or use the online ordering system.

Assessment of Learning

The assessment program serves as a source of information to support effective decision making related to individual student achievement and learning, classroom organization and planning, school improvement planning, district management and improvement planning and district policy making.

The school system assesses students according to procedures in its local assessment plan which meets the assessment requirements specified by the Nebraska Department of Education's Rule 10: *Regulations and Procedures for the Accreditation of Schools*.

Our students are assessed using the following tests:

Math: NSCAS Math Assessment is given in the early spring. District assessments are administered throughout the year.

Science: NSCAS Science is given in the early spring
District assessments are administered throughout the year.

Reading: NSCAS Reading Assessment is given in the early spring.

Social Studies: Districts assessments are administered throughout the year

NWEA MAP Assessment: Fall, Winter, Spring