

Katonah-Lewisboro School District

Curriculum Guide

Fifth Grade

2019-2020



FIFTH GRADE CURRICULUM OVERVIEW

The district curriculum is based on the current New York State Learning Standards.

English Language Arts and Literacy: K-5

The Katonah-Lewisboro School District is committed to using a balanced literacy approach which includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking.

Students engage in a comprehensive literacy program which includes the following components of effective instruction.

Reading Instruction	Writing Instruction
Reading Workshop <ul style="list-style-type: none">- Mini-lesson (explicit instruction includes modeling)- Independent reading- Small group instruction (strategy and comprehension lessons)- Share Read Aloud Shared Reading Word Study – vocabulary	Writing Workshop <ul style="list-style-type: none">- Mini-lesson (explicit instruction includes modeling and demonstration)- Independent writing- Conferring- Small group instruction- Share Mechanics, spelling, grammar, and punctuation

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills, fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

Speaking and listening are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

Fifth Grade: Students will read a range of high-quality, increasingly challenging fiction and nonfiction texts from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources are essential to continued success. Children will write stories and essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, they will gain control over standard conventions and mechanics, language and vocabulary.

Wordly Wise is the primary resource for word study instruction. It provides direct academic vocabulary instruction, and this program includes word lists and definitions that illustrate the meaning of words in context along with differentiated passages. The lessons contain several exercises that reinforce learning by teaching students to use words precisely in a variety of situations. The students learn information on correct usage, interesting word histories, and parts of speech.

A sample of what your child will be working on in fifth grade includes:

- Summarizing the key details of literary and informational texts, including their themes or main ideas
- Applying foundational skills, such as fluency, and word solving, that are required to read complex nonfiction
- Integrating information from several print and digital sources to answer questions and solve problems
- Engaging in a writing unit of study: **Journalism:** Fifth-graders learn to write concise, focused news reports and engaging feature articles that follow the conventions of journalism writing.
- Engaging in a writing unit of study: **Literary Essay: Opening Texts and Seeing More:** Students learn to grow ideas, use evidence to craft and support a thesis statement using the writing process, and transfer and apply essay writing to prompts and relevant experiences
- Engaging in a writing unit of study: **Narrative Craft:** Student writers purposefully craft the angling of their significant stories to highlight themes and central meanings and use mentor texts to parallel the craft moves of published authors
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as *on the other hand*, *similarly*, and *therefore*
- Producing writing, both on paper and in digital form

MATHEMATICS

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVisionmath2.0 as the instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on Common Core Clusters, develops understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In fifth grade students will understand the place value system and will perform operations with multi-digit whole numbers and with decimals to the hundredths. Students will use equivalent fractions as a strategy to add and subtract fractions. They will also apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students will understand concepts of volume and relate volume to multiplication and division. Students will convert like measurement units within a given measurement system. Students will interpret numerical expressions and analyze patterns and relationships. The Common Core Domains covered in grade five are Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations in Fractions, Measurement and Data, and Geometry.

The Common Core Learning Standards focus on the Mathematical Practices listed below:

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision**
- **Look for and make use of structure**
- **Look for and express regularity in repeated reasoning**

SCIENCE

The Science and Technology Concepts Program (STC) was adopted in the summer of 2012. STC was developed by scientists and experienced educators working with the National Science Resources Center (NSRC). The NSRC was established by the National Academies and the Smithsonian Institution. The STC program is aligned with National and State Standards for Science instruction.

The STC program is inquiry based. Questions are asked of students, and some questions are crafted by students as they explore and learn. Students independently and cooperatively work to conduct investigations, make predictions, record data, reflect on and share findings, and apply the skills and knowledge they gain to new situations.

The STC program has age appropriate concepts and skills embedded in each unit. Meaningful connections are made with other disciplines, and from unit to unit and grade to grade. Units include identified resources for informational texts that are aligned with the ELA Common Core Curriculum. These informational texts, in which reading selections are relevant to the topic itself, will further help students make connections to concepts. A clear scope and sequence ensures that as students proceed through the program, they will be well grounded in the different areas of study: life science, earth science, and physical science.

This year, the district is piloting a new version of STC and another science program that are more closely aligned to the new New York State Science Learning Standards. Some classrooms will pilot a new unit in 19-20, while others will remain with the current STC program for the entire year.

Topics include:

1. Ecosystems

Students create a model ecosystem by building a terrarium and an aquarium including living and non-living elements. Throughout the unit, students observe the interactions and changes of living and non-living elements, and conduct experiments to determine the effects of pollutants on organisms and in nature.

2. Magnets and Motors

Students observe and describe the properties of magnets and electric currents. Students also construct a compass, explore the relationship between magnetism and electricity, and build and study electric motors.

3. Sound and Light

Students investigate the characteristics of sound and discover that sound travels and is caused by vibrations. Also, students learn that light reflecting from objects and entering the eye allows objects to be seen and that light also transfers energy from place to place.

SOCIAL STUDIES

Building upon the New York State Social Studies Framework, the Katonah-Lewisboro curriculum supports teachers in integrating the elements of the Framework (Key Ideas, Conceptual Understandings, and Content Specifications) with Social Studies practices and Common Core Literacy Standards into rigorous and engaging curricula and instruction. Through an inquiry-based approach to instruction, students develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of the content of Social Studies.

The Katonah-Lewisboro Social Studies curriculum incorporates the Teacher's Curriculum Institute (TCI) program as an instructional resource to support our Social Studies Curriculum. TCI is a program that creates social studies resources to enable educators to improve their ability to engage students in a diverse classroom. TCI resources and services are based on

proven teaching strategies and practices that bring education to life to achieve consistent and positive classroom results. The TCI program is specially curated to meet state standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises. In addition, teachers have access to Social Studies ELA, a digital resource collection curated by educators throughout the region and offered through BOCES of Putnam Northern Westchester. The EngageNY website also provides access to inquiries that are aligned to the New York State Social Studies Framework.

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere. The course includes the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The key ideas cover a time span from prehistory into modern times. Conceptual understandings allow students to make local connections, especially in the examination of citizenship related to modern political and economic issues.

Key ideas include:

- The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
- Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
- Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.
- The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

HEALTH

The health program, *The Great Body Shop*, is designed to promote behaviors that foster better health. Though students study similar topics at each grade, the depth of content and complexity of ideas vary from grade to grade. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health.

Topics include:

- First Aid Facts
- Brainstorms: Your Central Nervous Systems
- You Are What You Eat
- Love Your Lungs
- Those Crazy, Mixed-Up Emotions

- Growing Up
- Danger Ahead: The Truth About Drugs
- About Blood and AIDS
- All the Right Stuff
- Bones and Muscles: On the Move

TECHNOLOGY

Rather than being a separate program, technology is seen as a tool to enhance student learning and is, therefore, integrated throughout the curriculum. Students have access to technology tools in the classroom, library media center, and computer lab.

Students:

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively
- Use technology resources for solving problems and making informed decisions

In addition to previously learned skills, in fifth grade students:

- Explain multimedia software terms: slide, card, text box, bullet, layout, design template, animations, graphics, audio, etc.
- Create a linear multimedia presentation incorporating text and graphics
- Present to the class using digital projection
- Explain Internet terms: browser, navigation tools, homepage, URL, www, domain, etc.

LIBRARY MEDIA

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

The Information Problem-Solving Process

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

Literature Appreciation

Students acquire an appreciation of a wide range of literature in a variety of formats.

Technology

Students develop the ability to use the tools necessary to access and communicate information.

Fifth grade students:

- Use and understand the organization of library materials
- Participate in book discussions
- Use the research process to solve a problem
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media to create a presentation
- Demonstrate good digital citizenship

ART

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the New York State Learning Standards for Visual Arts.

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

MUSIC

Students will create, perform and respond to music of various genres to develop a life-long appreciation and understanding of music. Vocal technique will focus on pitch, independence and good vocal production. Students will explore ensemble playing through the use of pitched and non-pitched percussion instruments. In addition, students will have the opportunity to compose and improvise. Music theory will continue to be expanded upon. Students may have an opportunity to be in a production, and learn either the guitar or piano.

PHYSICAL EDUCATION

The physical education department places a strong emphasis on physical fitness at all levels. Students are introduced to age appropriate fitness concepts and skills which are emphasized in all grade levels.

The K-5 curriculum encourages the development of the following in students:

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others