

# Learning in Grade Five



## Valley Stream District 13 Curriculum Overview

## A Message from the Superintendent

Dear Parents,

Welcome to a new school year! This guide was developed by the professional staff of Valley Stream District Thirteen in order to provide you with important information about your child's educational program. It is offered to support parents and guardians in achieving the home-school collaboration necessary to afford our students the opportunity to reach their maximum potential. It is our hope that this document will serve to help you understand the learning goals for your child, as well as facilitate communication with your child's teachers.

District Thirteen supports a cohesive, developmentally appropriate, New York State Standards-based curriculum. A full listing and description of the New York State Learning Standards can be found at [http:// www.emsc.nysed.gov/top/learning.html](http://www.emsc.nysed.gov/top/learning.html). We offer a varied and challenging instructional program, in a nurturing environment that is conducive to teaching and learning. By working together we can provide our children with the richest educational experience possible. If you have any questions or comments, please feel free to contact your child's teacher, your principal, or me.

I look forward to a successful school year.



Sincerely,

Elizabeth Lison, Ed. D

**Superintendent of Schools**

### **Valley Stream UFSD Thirteen Goals**

1. To foster positive dispositions and improve student performance in English Language Arts (reading, writing, speaking, listening).
2. To improve students' ability to think, reason, problem solve, and compute mathematically.
3. To differentiate instruction in order to meet the diverse learning needs of our students.
4. To teach students to respect and appreciate differences between and among people and cultures around the world.
5. To foster a sense of responsible citizenship in a caring and respectful community of learners.
6. To teach students positive strategies for conflict resolution.
7. To challenge students to construct a deeper understanding of the world around them through an inquiry based approach to science and social studies.
8. To infuse technology applications into all areas of the curriculum.
9. To develop abilities, talents, and creativity in music, art, and physical education.

## INTEGRATED LANGUAGE ARTS

Using language skills as the basis for all other learning, instruction will focus on the following skills enabling our students to become lifelong learners. Through exposure to a variety of literary genres (e.g. fiction, non-fiction and poetry), fifth grade students will have opportunities to:

### **Oral Communication**

- Share opinions, observations and information with others · Engage in discussion by speaking clearly and to the point, listening carefully to others and encouraging classmates' participation
- Share information that is accurate and relevant to discussions
- Organize thoughts to articulate clearly and confidently before a group
- Use grammatically correct language when speaking and writing
- Recognize and use acceptable pronunciation and voice control when delivering an oral presentation
- Follow complex oral and written directions, and ask appropriate questions for clarification
- Use multimedia software to create collaborative research projects

### **Reading**

- Read and study a wide variety of literary genres, including: poetry, biography, fiction, non-fiction, fantasy, mystery, historical fiction, fables, myths, legends, tall tales and fairy tales · Read different types of literature from a variety of cultures for pleasure and information · Expand understanding of the ways in which authors structure texts—message, conflict, point of view, setting, characters, problem/solution, cause/effect, sequence and compare/contrast · Identify the elements of a story, such as plot, mood and setting · Distinguish between fact, fiction and opinion · Identify topic or theme and supporting information in poetry, fiction and non-fiction texts (e.g. magazine and newspaper feature articles, textbooks and primary source documents) · Preview, draw conclusions, make inferences, predict outcomes, summarize and make generalizations based upon their prior knowledge and textual information · Apply reading and oral comprehension skills to all subject areas · Identify and explore figurative language such as simile, metaphor, personification, idioms, synonyms/antonyms, homophones, etc. · Expand their vocabulary through their knowledge of word structure cues (e.g. root words, prefixes, suffixes and derivatives), as well as through the use of the dictionary and thesaurus
- Use appropriate study skills
- Use research skills to locate evidence in text to verify response and/or information
- Use multimedia reference software for research

**Writing**

- Write for a variety of audiences and purposes—responses to literature, to tell a story, to inform others and functional writing (e.g. procedural or “how to”)
- Organize information by note-taking, outlining and summarizing
- Develop an outline or graphic organizer as a pre-writing strategy
- Use techniques such as brainstorming and peer/teacher conferencing
- Use the process of drafting, revising and editing to produce well-constructed writing pieces
- Revise written pieces to make the meaning clear, improve language and attract reader interest
- Recognize and use complete sentences and correct paragraph form
- Recognize and use simple and complex statements, questions and commands
- Use rich and varied vocabulary related to specific topics, themes or settings
- Use desktop publishing software to foster the development of the above listed skills

**MATHEMATICS, SCIENCE, AND TECHNOLOGY (MSTe)**  
**“Education begins with the curiosity of the learner.” -John Dewey**

The most effective way for elementary students to construct a foundation in Mathematics, Science, and Technology is through hands-on experiences. The Valley Stream District Thirteen Mathematics, Science, and Technology Curricula are based upon both the National and Statewide Standards. Students are guided in active and extended inquiry, using mathematical analysis, inquiry based approaches, and engineering design, as appropriate, to pose questions, and seek answers. The focus is thus on student understanding of content information and inquiry process skills. Students are motivated to make and discuss with their peers their own discoveries, while drawing conclusions, which reflect a multitude of ways to reach a solution. This empowers the students to become independent thinkers who are enthusiastic about mathematics, science, and technology education.

### MATHEMATICS

The fifth grade Mathematics Curriculum focuses on five process strands: problem solving, reasoning and proof, mathematical communication, connections, and representations. Interweaved into these process strands are five content strands: number sense and operations, algebra, geometry, measurement, and statistics and probability. The entwining of these content strands and process strands will allow our children to become mathematically proficient in conceptual understanding, procedural fluency and problem solving. Our district’s Mathematics Curriculum has been aligned with the revised New York State Standards for Mathematics. <http://www.emsc.nysed.gov>

### CONTENT STRANDS

**Number Sense and Operations**

- Read and write numerals for whole numbers up to one million
- Understand place value-whole numbers and decimals up to 1,000ths
- Determine what information is needed to solve problems
- Work with fractions-equivalent, simplify to lowest terms, proper, improper and mixed numbers, additions and subtraction with like denominators and multiplication
- Recognize greatest common factors and least common multiple
- Compare and order whole numbers, decimals and fractions

**MATHEMATICS- continued**  
**CONTENT STRANDS**

- Use conventional rule for order of operation
- Understand that percent means part of 100, and write percents as fractions and decimals
- Recognize some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite)
- Identify the factors and multiples of a given number

**Algebra**

- Define and use appropriate terminology when referring to constants, variables, and algebraic expressions
- Translate simple verbal expressions into algebraic expressions
- Substitute assigned values into variable expressions and evaluate using order of operations
- Solve simple one-step equations using basic whole-number facts
- Evaluate the perimeter formula for given input values
- Create and explain patterns and algebraic relationships algebraically; doubling
- Create algebraic or geometric patterns using concrete objects or visual drawings

**Geometry**

- Explore relationships involving points, lines, angles, and planes
- Calculate the perimeter of regular and irregular polygons
- Explore triangle and their attributes
- Classify quadrilaterals by properties of their angles and sides
- Find a missing angle when given two angles of a triangle
- Identify and plot points in the first quadrant
- Plot points to form basic geometric shapes
- Calculate perimeter of basic geometric shapes drawn on a coordinate plane

**Measurement**

- Read, interpret and construct line, and bar graphs, and draw conclusions from pictographs, tables and charts
- Measure length, distance, weight, volume, capacity, perimeter, area and temperature
- Use a ruler to measure to the nearest inch and fraction
- Identify customary equivalent units of length
- Identify equivalent metric units of length
- Measure to the nearest centimeter
- Convert measurement within a given system
- Calculate elapsed time in hours and minutes
- Measure and draw angles using a protractor
- Determine personal references for customary units of length
- Determine personal references for metric units of length

**Statistics and Probability**

- Round numbers to the nearest hundredth and up to 10,000
- Estimate sums and differences of fractions with like denominators
- Estimate sums, differences, products and quotients of decimals

**MATHEMATICS- continued**  
**CONTENT STRANDS**

- List the possible outcomes for a single-event experiment
- Record experiment results using fractions/ratios
- Create a sample space and determine the probability of a single event, given a simple experiment

**SCIENCE**

The fifth grade science program is aligned with the key content and process ideas of the New York State Standards for Math, Science and Technology. Our district is utilizing the *Science 21: Science in the 21<sup>st</sup> Century* comprehensive curriculum, designed to provide students with a hands-on, inquiry based learning experience. The program's content is relevant to students' everyday lives and promotes students' development of appropriate problem-solving skills. At all grade levels *Science 21* begins with a unit on science processes and investigation tools. This is followed by a balance of physical, earth and life science units.

**The units listed below will engage students in exploring interactions in the natural world:**

- Interactions of Chemical Matter
- Interactions of the Microworld (cells)
- Interactions in the Human Body
- Interactions in the Environment and Energy Transfer (Ecosystems)

**HEALTH**

The health curriculum is designed to help students make wise decisions concerning their physical, mental and emotional health.

Students will:

- Learn first aid protocol – who, what, when and how to call for help, techniques and taking precautions
- Understand the major systems of the body, their major organs and diseases that relate to them – central nervous system including the brain and senses, respiratory system, skeletal system including the bones and muscles and the circulatory system including the heart

### HEALTH -continued

- Understand the relationship between smoking, pollution and the development of certain diseases
- Develop guidelines for promoting healthy nutrition habits
- Expand understanding of how emotions can affect the body
- Explore the effects of growing up and how hormonal changes will affect the body
- Understand the dangers of drug misuse and addiction
- Develop an awareness of how advertising can affect health habits
- Develop strategies to avoid abduction

### SOCIAL STUDIES

The social studies curriculum offers students the opportunity to become actively involved in the world around them by providing them with a variety of experiences that will ultimately prepare students to be informed, responsible citizens. Essential skills and strategies are taught through an inquiry-based approach to learning, utilizing a variety of informational resources including: textbooks, trade books, technology/internet resources and relevant primary source documents.

The fifth grade social studies program explores geographic, economic, and social/cultural understandings related to the United States, Canada and nations in Latin America today.

The students will be exposed to ten keys concepts – change, citizenship, culture, empathy, environment, identify, interdependence, nation-state, scarcity and technology.

Students will:

#### **Geographic**

- Recognize land forms and know their correct terms · Use a variety of physical and special purpose maps · Gather information and organize geographic information from a variety of sources and display it in a number of ways
- Study the diversity and interdependence of regions of the United States, Canada and Latin America
- Use latitude, longitude and grids to find places on a map and globe

#### **Economic**

- Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources and making wise consumer choices · Understand how economic events in the United States, Canada and Latin America affect local and international economies
- Realize that nations depend on one another for resources and products
- Expand awareness of the role of individuals in the global economy

## **SOCIAL STUDIES-continued**

### **Social/Cultural**

- Identify basic rights and responsibilities that people have at various stages of life
- Show a willingness to respect different points of view
- Value the cultural heritage of others
- Participate in issues related to classroom activities
- Reinforce the concept linking freedom and responsibility
- Develop self-identify, social interaction and participatory citizenship

### **Political**

- Understand how and why the world is divided into nations and what kinds of governments other nations have ·

Understand that effective, informed citizenship is the duty of each citizen, demonstrated by jury service and voting ·

Understand the three branches of our federal government and documents that comprise our laws –

Declaration of Independence, Bill of Rights and Constitution

- Compare/contrast U.S. government with Canadian and Latin American governments
- Understand that social and political systems are based on people's beliefs
- Use reference software to research geographic and political information

### **Historical**

- Understand the influence of migration and immigration on cultural values
- Study the history of the United States, Canada and Latin American nations from the age of exploration to modern day
- Grasp the factors leading to the growth and expansion of the United States
- Develop an awareness and understanding of the culture, history and contributions of the Native Americans in the area that became the United States, as well as the Pre-Columbian cultures of other Native North Americans
- Explore the interpretation of political cartoons, time lines, charts, tables and graphs

## **LIBRARY**

The mission of the Library Media Program is to create lifelong readers and seekers of information.

Our aim is to have our students feel comfortable and at home in any library within the United States and to be able to locate and retrieve any information sought. Our students must be able to access, evaluate and use information from various sources and formats. Using this newfound knowledge, our students will be able to think critically, construct meaning, and solve problems.

Our program is designed to provide our students with a spiral approach to developing literacy and research skills. This approach is defined by the New York State Standards and the American Association of School Libraries' Information Standards for Student Learning. The Library Program is an integral part of the school community.

## LIBRARY -continued

The fifth grade Library Program includes:

### Information Literacy

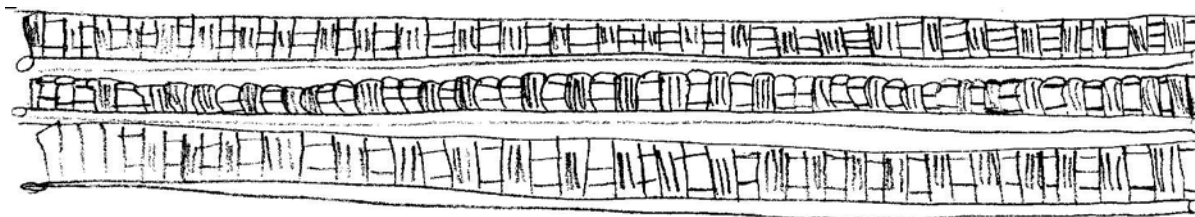
- Introduction to a variety of authors, illustrators, fiction genres, fables, legends, tall tales, biography, nonfiction, and award winning materials: Caldecott and Newbery · Identifying the distinguishing features of nonfiction books: captions, diagrams, table of contents, index, glossary, bibliography, timelines, suggested web sites · Using print, CD-ROM and online encyclopedias: locating topics, selecting keywords, navigating the index and cross references, and topic vs. keyword search · Using the Internet effectively to answer reference questions: online based reference materials (Galenet, Proquest etc.), introduction to search engines

### Independent Learning

- Using the OPAC to search for information in three ways – title, author, subject, understanding how the call number identifies the type of book and the book “address”, and using the call number to locate material · Comprehension skills: analysis of plot, setting, characters, point of view, and style; making inferences · Oral reading skill: selecting and reading aloud appealing poems and passages · Reading enrichment and encouragement: booktalks, oral reading, storytelling, creative writing and drama

### Social Responsibility

- Participation in book discussions · Review of the concept of copyright or ownership of ideas, understanding that a bibliography gives credit to sources of information



## ENRICHMENT

The purpose of the enrichment program is to provide all students the strategies for higher order thinking skills across all curriculum areas. The Talents Unlimited Program is designed to help teachers recognize and nurture the cognitive abilities and talents in all children. This multiple talent approach develops critical and creative thinking skills and enhances self-image.

This program will:

- Develop five talent areas – productive thinking, communication, forecasting, planning and decision making
- Recognize that all children have abilities and talents in a variety of areas
- Provide the opportunities for problem solving and critical and creative thinking throughout the curriculum

## ART

Our visual arts curriculum is derived from the New York State Standards for the Arts at the Elementary Level. In a program of sequential learning and discovery, students explore a wide range of media and techniques in their art work. Encouraging creativity, using problem-solving techniques, developing visual literacy and analysis, and learning about cultures and their artistic contributions are important aspects of our program.

Art teachers in each building maintain a portfolio of examples of students' work from kindergarten through grade six.

In FIFTH GRADE children...

- use elements and principles of design to create increasingly complex works of art based on observation, recall and/or imagination.
- experiment by posing problems for and finding solutions in art work.
- continue using electronic media (computers, scanners, digital cameras) as visual arts tools.
- explore themes derived from experiences both inside and outside of school, including larger cultural themes (myths, nature, human concerns, etc.).
- research an artist and understand his or her place in art history and influence on later artists and art movements.

## MUSIC

The general music curriculum begins in kindergarten and is broadened, developed and practiced from grades one through six. The material which is covered can be organized into fundamental areas of music knowledge and expression. The four main areas which comprise the music curriculum throughout the elementary school years are: the singing voice, rhythm, melody and other musical elements. Various units of musical study are developed from the following curriculum criteria for grade five, as students:

- Work from the notes of a major scale and create melodic patterns
- Transfer many previously stressed activities to the recorder
- Understand and work on counterpoint (two complimentary musical parts at the same time)
- Sing songs related to areas of American history
- Work on many experiences identifying steady beat, strong beat and melodic rhythm
- Learn the use of tempo markings and choose the appropriate tempo for a song
- Study the development of jazz, as an American style – Dixieland, ragtime, etc.
- Learn to understand and experience pitches and their relation to a tonal center
- Learn about American composers Copeland and Gershwin
- Are given the opportunity to participate in choral and instrumental programs:

6

The performing group program, both choral and instrumental, is offered to students in grades 4 through 6. The ensemble groups rehearse before and after school and occasionally at noon hour. Formalized choral training may begin as early as third grade, however, the major emphasis of the choral experience is concentrated in grades 4 through 6. Some of our youngsters are also involved in stage acting as an outgrowth of the choral

### **MUSIC -continued**

program. In fourth grade, beginning instrumental students receive half hour, biweekly lessons for one full year. The beginning instrumental curriculum is geared towards the mastery of note reading and performance skills. The fifth and sixth grade intermediate level students participate in the band and orchestra program. The intermediate instrumental curriculum is dictated by the more advanced material programmed for performance. In addition to attending rehearsals, these students receive a half hour lesson, one time per week. Some of the performing groups showcased are the Concert Band, String Orchestra, Advanced Chorus, Primary Choir, Jazz Ensemble, Combined Chorus and Marching Band. The groups perform for various school and community related events.

### **PHYSICAL EDUCATION**

The overall aim of elementary physical education is to provide for the optimal physical, social, emotional and intellectual growth of children in light of their needs and interests.

Students will have the necessary knowledge and skills to establish and maintain physical fitness. Participate in physical activity and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

In Fifth Grade children...

- sports activities.
- Set a personal physical activity goal and track progress toward its achievement.
- Know and demonstrate practices necessary to insure safe conditions for physical activity.
- Participate in major team and individual sports.
- Use proper sports terminology and strategy in games situations.
- Demonstrate the ability to apply the decision-making process to physical activity.
- Begin to develop self-assessment skills.

### **SPECIAL EDUCATION**

District Thirteen offers students with disabilities an appropriate educational program designed with specific goals and objectives that meet individual needs. The district is committed to the attainment of goals that emphasize excellence in all students regardless of disabilities.

The Committee on Preschool Special Education (CPSE) is responsible for recommending appropriate services for the preschool population, based on evaluation results. Similarly, the committee on special Education (CSE) recommends appropriate services for our school-aged youngsters.

Programs and services are based on students' current evaluations, assessments of abilities and needs and development of goals and objectives that are included in a child's Individualized Education Plan (IEP).



### **SPECIAL EDUCATION -continued**

A wide spectrum of special education related services and programs such as resource room, speech, counseling, occupational and physical therapies, participation in a collaborative inclusive classroom, and placement in self-contained classes are available with District Thirteen to support the needs of students with disabilities within the general educational setting.

Valley Stream District Thirteen prides itself on building close working relationships between the CPSE, CSE, school staff, school district administrators, parents and community to ensure that all students have the opportunity to succeed.

### **ADDITIONAL SERVICES**

#### **PROGRAM FOR GIFTED STUDENTS Grades 3-6**

The pull-out portion of the Enrichment Program is designed to meet the needs of identified highly gifted students who have been screened and evaluated. Each student will be encouraged to achieve their maximum potential. The program will be structured around creativity; problem solving and research; scholarship and interpersonal relationships.

The program will enhance the student's ability to:

- Demonstrate higher level thinking skills – critically examine and judge information and ideas; generate unique, creative concepts; define, investigate and solve real problem situations
- Acquire and produce original knowledge – process information to yield “new” knowledge; express ideas or knowledge in a project form; share that product with an appropriate audience
- Relate what is learned to personal growth – understand the implication of ideas and issues; develop confidence in self to accomplish intended goals

### **SUPPLEMENTAL READING, WRITING AND MATHEMATICS**

District Thirteen provides small group instruction for children in grades one through six who require remedial assistance in reading, writing and mathematics. This instruction is provided by specialists who work closely with the classroom teacher. The district provides supplemental instruction designed to support students by developing and enhancing skills and concept development necessary for success.

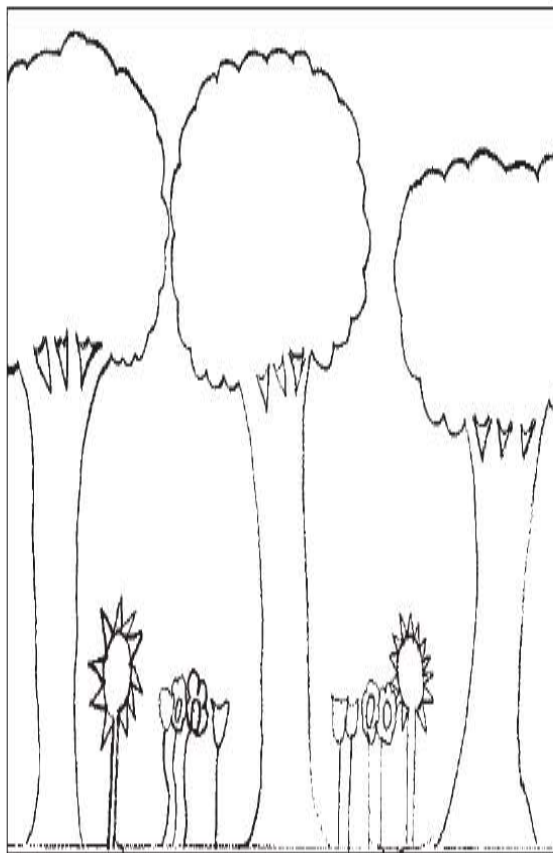
## ENGLISH AS A SECOND LANGUAGE

Approximately twenty foreign languages are spoken by youngsters in District Thirteen. The ESL program, currently a small group pull-out program, contains four basic components: listening, speaking, reading and writing.

The overall goals of the ESL Program are to:

- Enable the learner to achieve communicative and linguistic competence in English, including learning in the content areas.
- Facilitate the socialization and acculturation process by integrating limited English proficient students and their English-speaking peers into extracurricular activities.

Develop the learning strategies and classroom behaviors that are necessary for academic success



*Artwork by Daniel Chien*

*Artwork by Danie*

**UNITY**

I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind,  
And they fashioned it with care.

One was a teacher; the tools he used  
Were books and music and art;  
One, a parent with a guiding hand  
And a gentle, loving heart.

Day after day the teacher toiled,  
With a touch that was deft and sure,  
While the parent labored by his side  
And polished and smoother it o'er.

And when at last their task was done  
They were proud of that they had wrought,  
For the things they had molded into the child  
Could neither be sold nor bought.

And each agreed he would have failed  
If he had worked alone.  
For behind the parent stood the school,  
And behind the teacher the home.

Anonymous

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