

# Elementary Curriculum Outline



**Grade 5**

## **East Hills / Harbor Hill Schools Fifth Grade Program Overview**

The goals of the fifth grade program are both academic and social as the children prepare for their transition to the Middle School. Each child's individual contribution within a larger group becomes even more significant as she/he participates in an exciting year of special activities in honor of "moving up".

Fifth graders explore an enriched curriculum throughout the content areas. Students are utilizing the relationship between reading, writing, listening, and speaking to express their independent thoughts. They must master, integrate, and apply the skills and knowledge acquired in the early elementary grades. The students' abilities are evaluated through formalized state assessments in Social Studies in November, English Language Arts (ELA) in January, and Mathematics in March.

Academically, the students refine time management and independent research skills. Socially, peer relationships are a major focus as they journey into their adolescent phase of life.

## **East Hills / Harbor Hill Schools Fifth Grade Program Outline**

### **Reading / Language Arts**

The fifth grade Reading / Language Arts Curriculum is directly aligned and supports the New York State English, Language Arts Standards (ELA):

- Standard 1: Language for Information and Understanding
- Standard 2: Language for Literary Response and Expression
- Standard 3: Language for Critical Analysis and Evaluation
- Standard 4: Language for Social Interaction

### **Reading / Language Arts**

Reading instruction in fifth grade in the Roslyn School District is a literature-based approach designed to develop key reading skills and to integrate these skills with each other and with language arts.

Fifth grade children focus on:

- Novels
- Anthologies
- Multiple skills
- Vocabulary

## **Language Arts**

The purpose of the language arts curriculum is to help students use language effectively when communicating in written and spoken form, to gain information, and to develop appreciation for reading and literature.

The following areas are emphasized in fifth grade language arts:

- An integral spelling and skills program
- A comprehensive writing approach
- Oral communication skills
- Research reports and projects
- Vocabulary, including terms from both literature and content areas

Samples of student writings from grades 4 and 5 are passed on to the middle school.

## **Social Studies**

The grade 5 Social Studies Program is directly aligned and supports the applicable New York State Standards for Social Studies.

- Standard 1: History of the United States and New York State
- Standard 2: World History
- Standard 3: Geography
- Standard 4: Economics
- Standard 5: Civics, Citizenship, and Government

The fifth grade Social Studies curriculum focuses on the history of the United States, Canada, and nations in Latin America. The major concepts that are applied are social/cultural, political, economic, geographic, and historic. Students learn information organized in this way, and express their ideas through discussion as well as written work.

Topics that are studied in fifth grade are:

- Map and globe skills
- Political boundaries

- Physical environments
- Cultural diversity
- Current events
- Civic responsibility
- Native American Studies
- African American Studies
- Immigration
- Exploration of the social, economic, cultural, geographical, and historical inter-relationships amongst countries of the hemisphere
- Test prep materials are used for the New York State Grade 5 Social Studies Assessment

## **Mathematics, Science and Technology**

The Mathematics, Science and Technology programs in Roslyn align and support the New York State Standards (MST):

- Standard 1: Analysis, Inquiry, and Design
- Standard 2: Information Systems
- Standard 3: Mathematics
- Standard 4: Science
- Standard 5: Technology
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving

### **Mathematics**

The study of mathematics in the fifth grade includes the mastery of basic facts and operations and the development of abstract thinking and problem solving skills. The curriculum is designed to help students to achieve higher levels of thinking through mathematical discoveries and hands-on experiences.

In accordance with the New York State syllabus, the strands covered in the mathematics curriculum are:

- number and numeration
- operations with whole numbers
- operations with fractions
- operations with decimals
- probability and statistics
- geometry and measurement
- applications of math through word problems
- graphing
- logic

## **Science**

The science curriculum provides children with the opportunity to investigate, examine, and create. Hands-on experimentation in science-related activities is implemented into the science lab as well as into the classroom.

Fifth graders continue the investigative process using the scientific method.

- Compare/contrast cells and atoms, parts of plant and animal cells and how they function
- Simple machines—relationship to the laws of motion and energy, how they work and how they provide a mechanical advantage
- Life science---study of environments, ecosystems, human body systems, frog dissection
- Starlab---continued observations of the constellations, literary connection to Greek myths and legends
- Forms of energy

The classroom teacher and science teacher plan and work together on each grade level topic in order to provide the students with both concept material and hands-on exploration using these concepts. Emphasis is placed on learning through the steps of the scientific method.

## **Computer Program**

The computer program is a collaborative effort between the computer teacher and the classroom teacher. Enriched activities have been planned to integrate the classroom curriculum into the computer lab. The utilization of the Internet and application software will be emphasized through the lessons. This year a PowerPoint project will be completed.

The computer program will be supplemented with the same software and Internet access for the classroom.

## **Family Life and Sexual Health Education and Physical Education**

The fifth grade programs in Health and Physical Education are aligned with and support the New York State Standards:

- Standard 1: Personal Health
- Standard 2: A Safe and Healthy Environment
- Standard 3: Resource Management

### **Health Education**

Our health curriculum helps students work towards achieving a healthy lifestyle by providing current and age-appropriate information. The curriculum prepares students for a lifetime of good health while developing their life skills and building good character. In addition, the health curriculum is aligned with our district wellness and food allergy policies. Students are introduced to state mandated information concerning HIV/AIDS.

### **Physical Education**

The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:

- Review and refinement of basic skills
- Concepts of team sports and team spirit

- Social and cooperative skills
- Team games
- Lifetime and leisure sports
- Fitness awareness
- Safety

## **Library**

The library program continues to promote an appreciation for all types of literature and to expand upon fundamental library and research skills. The library media specialist works cooperatively with the classroom teachers to link library skills to all content areas during the weekly thirty-minute period.

Included areas of study are:

- appreciating literature (fiction and nonfiction)
- utilizing appropriate resources
- demonstrating an understanding of library procedures and responsibilities
- locating books in the library, using the OPAC and other resources
- preparing a Works Consulted for research projects
- using computer technology for research

“Open Time” is available each morning to children for browsing, book exchange and research.

## **Art and Music Programs**

The art and music programs for the fifth grade align with and support the New York State Standards.

- Standard 1: Creating, Performing, and Participating in the Arts
- Standard 2: Knowing and Using Art Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contribution of the Arts

Appreciation of art and music are an integral part of the following programs:

## **Art**

The Art Program emphasizes creativity and self-expression. Students are encouraged to explore and employ a variety of techniques in order to develop a better understanding of spatial and visual relationships. Varied projects include:

- drawing
- painting
- graphics
- collages
- sculptures

## **Music**

Fifth graders are offered a variety of musical experiences from which to build a personal appreciation of singing, listening, and learning to play a musical instrument of their choice.

In vocal music, students' knowledge of the instruments of the orchestra and the role of the conductor prepares them for an introduction to opera. The choral music elective program held before school one morning each week provides opportunities for fourth and fifth graders to perform in school concerts.

Instrumental music is an elective program as well. Small group music lessons are given once each week for thirty minutes during the school day. Instruments can be chosen to be played in the band or orchestra, excluding piano and guitar.

Performances are held throughout the school year giving the participants several diverse music experiences.

## **Home-School Connection**

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and report cards are opportunities to strengthen this home-school connection. Students welcome parent involvement when there are good things to share. When and if concerns do arise, the student, teacher, and parent are all on the same team.

### **Homework**

Homework assignments are a reinforcement or extension of class work. In the intermediate grades, it is an opportunity to establish good study habits and skills, as well as to develop a sense of pride in students' work. Parents should encourage students to fulfill this academic responsibility by completing all assigned work. Mutually setting up a schedule for homework and long-term projects is a way to let your child know that his/her work is important to you. In this way, he/she can do his/her personal best.

It is important that your child has:

- a quiet, well lit, distraction-free space in which to work
- time which is set aside for completing homework
- pencils, crayons, ruler, paper, and other basic supplies
- organizational aids that will keep work neat and accessible:  
    folders / book bag / pencil case / assignment calendar

### **Field Trips**

Students are involved in field trips that enrich classroom experience. Parents are notified of specific trips and asked to sign a consent form. Discuss these adventures with your child to enhance his/her learning as she/he shares experiences with you.

## **Special Programs**

### **ESL (English as a Second Language)**

The make-up of today's classrooms reflects the racial, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of the ESL/LEP Program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. The ESL teacher offers language acquisition techniques in the form of a pull-out program that further promotes understanding and leads to more opportunities for verbal interaction both academically and socially.

### **Developmental Reading and Mathematics Program**

The Roslyn School District offers comprehensive developmental reading and mathematics programs providing intervention through intensive direct instruction reinforcing academic skills. A variety of strategies and techniques are introduced based on each child's learning style.

Our reading and math specialists work in a collaborative partnership with the classroom teacher to ensure that each child is consistently monitored and evaluated. Children in these programs meet in specially designed small group settings. Teaching strategies and instructional materials parallel and support classroom instruction.

## **Special Education**

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Educational Plans (IEPS).

The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

- Academic or educational achievement
- Social development
- Physical development
- Behavioral/management needs

Supportive services may include:

- Regular class placement with resource room assistance
- Speech / language therapy
- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual / hearing impairments)

## STANDARDS AND ASSESSMENTS

The Roslyn Public Schools are dedicated to the education of the children in our classrooms. Programs are carefully planned to embrace each unique learner. Diverse learning styles require a variety of instructional approaches to ensure student success. Assessments (e.g., evaluations; individual and group work; tests; portfolios; projects) are an integral part of the curricula in all grades to determine student performance and needs. On-going evaluation and individualized instruction, when needed, ensures that each student's work indicates that she/he is prepared for a variety of State Assessments in grades 3 – 8.

**The New York State Resource Guides with Core Curricula** provide teachers with specific guidelines for each grade in each subject. The scope and sequence in each content area continues to be updated by the state to align classroom instruction with the New York State Standards listed on the next page. The standards, embedded in the curricula, offer a continuum of skills and performance indicators in seven areas:

- English Language Learners (ELL)
- Social Studies (SS)
- Mathematics, Science and Technology (MST)
- Health, Physical Education, and Home Economics (HPE)
- The Arts
- Languages Other Than English (LOTE)
- Career Development and Occupational Studies (CDO)

Each State Assessment is designed to be an early indicator of how well students are meeting these standards.

**The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.**

- John Lubbock

## **New York State Learning Standards**

Below is a summary of the learning standards adopted by the Board of Regents. They define the expectations set for all students in the seven instructional areas, and provide the focus for the new state assessments for grades pre-K through 12.

### **The Arts**

- Std. 1: **Creating, Performing and Participating In the Arts**
- Std. 2: **Knowing and Using Arts Materials and Resources**
- Std. 3: **Responding to and Analyzing Works of Art**
- Std. 4: **Understanding the Cultural Contributions of the Arts**

### **Career Development and Occupational Studies**

- Std. 1: **Career Development**
- Std. 2: **Integrated Learning**
- Std. 3: **Universal Foundations**
- Std. 3a: **Career Majors**

### **Health, Physical Education, and Home Economics**

- Std. 1: **Personal Health and Fitness**
- Std. 2: **A Safe and Healthy Environment**
- Std. 3: **Resource Management**

### **Languages Other Than English**

- Std. 1: **Communication Skills**
- Std. 2: **Cultural Understanding**

### **Social Studies**

- Std. 1: **History of the U. S. & New York**
- Std. 2: **World History**
- Std. 3: **Geography**
- Std. 4: **Economics**
- Std. 5: **Civics, Citizenship, & Government**

### **Mathematics, Science, & Technology**

- Std. 1: **Analysis, Inquiry, and Design**
- Std. 2: **Information Systems**
- Std. 3: **Mathematics**
- Std. 4: **Science**
- Std. 5: **Technology**
- Std. 6: **Interconnectedness: Common Themes**

### **English Language Arts**

- Std. 1: **Language for Information and Understanding**
- Std. 2: **Language for Literary Response & Expression**
- Std. 3: **Language for Critical Analysis & Evaluation**
- Std. 4: **Language for Social Interaction**