

Thomas J. Lahey Elementary School

FIFTH GRADE CURRICULUM

Program Philosophy

Our goal is to help students reach their highest potential by continually expanding their intellectual capacity to probe, analyze, and make sense of our world. The intelligence that is fostered in our programs may be defined as the ability to use learning environments to develop cognitive processes, to acquire knowledge, and to refine problem-solving skills. We are committed, therefore, to a total educational program which emphasizes each individual's creative potential and the need to identify, foster, and release it. Consequently, we have created a school climate which encourages each child's uniqueness and appreciates his/her differences.

Our curriculum is filled not just with content but with thought-provoking ideas and activities. The curriculum avoids providing answers that seem, or are meant to seem, definitive; it encourages collaborative inquiry by offering thought-provoking material which requires students to rethink and refine answers. In light of this, we have designed curriculum projects utilizing manipulative materials to encourage creativity, learning by discovery, intellectual independence, and cooperative learning skills. These activities provide students with cohesive and enriching academic experiences which leave them with a lasting positive impression.

In addition, we believe that improving a student's self-esteem is a prerequisite to increasing success in school. It is our intent, therefore, to develop better insights into our students' perceptual make-up and to provide the means necessary to increase our effectiveness in improving the self-esteem of our students.

Research has indicated that feedback provided by teachers and administrators is significantly related to the development of a student's self-concept. Self-concepts, in turn, have been reported to be related to the student's academic achievement, as well as his or her non-academic behavior. Research further indicates that student's attitude is of vital importance in learning, because it is directly related to long-term retention.

At Thomas J. Lahey Elementary School, we focus on the development of activities that will continue to invite student participation and recognition. These experiences allow for peer and teacher recognition and are a tremendous asset in building the self-confidence of each student. As a result, we have created a very positive environment at Thomas J. Lahey School which encourages student participation and learning.

INTRODUCTION

The following is an outline of the academic activities which take place in the classrooms of our school. This guide was written to provide parents with an understanding of some of the concepts and skills covered in grade five.

Reading, mathematics, language arts, social studies, science, health, and technology curricula will be presented here. Curricula also exists for special subjects such as art, music, library, and physical education. Knowledge and understanding in these subjects build upon past experiences and become more intricate and complex as the student progresses through school. Emphasis on particular concepts varies from grade to grade.

Beyond classroom instruction, each child also participates in learning activities in the library/media center, at assemblies, at seasonal school-wide functions, and on the playground. Field trips can also be offered for further enrichment.

Most students achieve grade level expectancy. Others, who may need additional assistance achieving their learning goals, receive it through remedial instruction or other special services offered by our district.

A Balanced Literacy Approach in the English Language Arts

The Harborfields Language Arts Program follows the New York State English Language Arts Learning Standards K-12. This framework recognizes the importance of basic skills and competencies and places them within a balanced approach that recognizes and capitalizes on the connections among the language arts. Instruction in reading, writing, listening, and speaking are more effective when the relationship between these strands is emphasized. This balanced literacy approach to curriculum is developed sequentially through the child=s school experience and enhances learning in all of the content areas.

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

The Thomas J. Lahey School balanced literacy program is designed to offer appropriate alternatives to enable teaching to the individual strengths and needs of each. Student. It is based on the recognition that students bring different skills, abilities, attitudes, and learning styles to the task of learning to read. Research into reading instruction clearly

points out the fact that there is no single best way to teach reading. Within the framework of a common set of reading strategies, provided by quality literature, all students are given a variety of experiences with children=s literature, materials, techniques, and approaches that best facilitate their learning to read.

The components of a balanced literacy program are:

- ! **Read Aloud/Modeled Reading**
 - " demonstrates proficient reading
 - " expands access to text beyond child=s ability
 - " exposes children to a variety of genres

- ! **Shared Reading**
 - " models reading strategies
 - " teaches reading strategies
 - " extends the understanding of the reading process
 - " teacher reads

- ! **Guided Reading**
 - " teacher reinforces skills
 - " teacher engages child in questioning and discussion
 - " teacher acts as guide
 - " child does the reading
 - "
 - " child practices strategies
 - " child builds independence

- ! **Independent Reading**
 - " child chooses text
 - " child practices at his/her independent level
 - " time to practice demonstrates the value of reading

- ! **Modeled Writing**
 - " demonstrates proficient writing
 - " expands access to writing beyond child=s ability
 - " exposes children to a variety of genres

- ! **Shared Writing**
 - " teaches writing strategies
 - " extends the understanding of the writing process
 - " teacher scribes
 - " teacher and child compose

- ! **Guided Writing**
 - " teacher reinforces skills

- " teacher engages child in questioning and discussion
- " teacher act as guide
- " child does the writing
- " child practices strategies
- " child builds independence

! **Independent Writing**

- " child chooses topic
- " child practices at his/her independent level
- " time to practice demonstrates the value of writing

! **Word Study**

- " teach word-solving strategies
- " child explores how words work
- " based on assessment of children=s reading and writing
- " process involves decoding and deriving meaning

In grade five, the thrust of the program is in the direction of applying and refining, rather than learning, basic literacy skills. Fundamental skills are reviewed, re-taught when necessary, and raised to higher levels. Reading to learn becomes a focus of the instructional program by promoting critical thinking in all subject areas. Students are provided with important ideas to think about; questions and activities over a range of thinking skills (literal, inferential, analytical/evaluative, and experiential); and strategies for thinking and learning well on their own. Instructional emphasis is placed on the application of critical literacy skills to content area texts. This is accomplished, in part, through extensive work in research for science and social studies projects.

These are the Grade Five English Language Arts Standards and Student Outcomes.

Students will:

Reading and Listening

- \$ Read a minimum of 25 books across all content areas per year
- \$ Read a minimum of four novels from the grade level core reading list
- \$ Independently select and read a minimum of two books per marking period
- \$ Distinguish between nonfiction sources
- \$ Use information from reference sources
- \$ Examine and utilize picture, captions, key words, etc. to confirm information
- \$ Independently develop dictionary skills
- \$ Refer to and use a table of contents, index, glossary, appendix
- \$ Interpret and use graphs
- \$ Define and distinguish between primary and secondary sources
- \$ Recognize and understand the basic features of periodicals
- \$ Evaluate the source for reliability

- \$ Employ pre-reading, reading and post-reading strategies
- \$ Read a variety of materials from different genres
- \$ Identify various forms of fiction
- \$ Understand literary terms
- \$ Distinguish between prose and poetry
- \$ Distinguish between first and third person
- \$ Understand the author=s use of dialogue, dialect and expression
- \$ Demonstrate comprehension:
 - \$ setting a purpose
 - \$ previewing
 - \$ making personal connections
 - \$ confirming and revising predictions
 - \$ making inferences
 - \$ identifying setting, character, plot, theme, mood
 - \$ identifying problem and solution
 - \$ retelling a story in sequence
 - \$ rereading and self-correcting
- \$ Identify the purpose and the cultural background of a text
- \$ Consider the choice of elements to set the author=s purpose
- \$
- \$ Recognize poetic features and forms
- \$ Recognize and understand figurative language and literary devices
- \$ Recognize the various author styes
- \$ Read familiar works with fluency
- \$ Choosing reading materials to read silently or aloud
- \$ Engage in sustained silent reading
- \$ Take risks as readers
- \$

Writing and Speaking

- \$ Share information in oral and written form
- \$ Create and follow sequential multi-step directions
- \$ Paraphrase and summarize information
- \$ Use graphic organizers
- \$ Relate and respond to personal experiences
- \$ Generate ideas
- \$ Use the elements of the writing process
- \$ Write to communicate ideas using the writing process
- \$ Write in complete sentences
- \$ Write using both narrative and expository and persuasive formats
- \$ Compose a well-developed paragraph
- \$ Compose pieces consisting of three paragraphs
- \$ Utilize appropriate punctuation
- \$ Recognize and understand the purpose of quotation marks
- \$ Spell frequently used words and phonetically patterned words

- correctly
- \$ Identify and correct commonly misspelled words
- \$ Understand and use common abbreviations
- \$ Use nouns, pronouns, adjectives, verbs and adverbs correctly
- \$ Use correct grammatical structure
- \$ Keep content area journal
- \$ Use simple note-taking skills
- \$ Prepare a final written report
- \$ Use available technology for research
- \$ Recite a favorite poem
- \$ Retell stories
- \$ Generate a personal word list
- \$ Utilize a variety of sources to develop spelling/vocabulary
- \$ Make an oral presentation
- \$ Evaluate oral presentations
- \$ Write legibly in manuscript and cursive
- \$ Reflect on their own progress
- \$ Use criteria/rubric as a guide

Listening and Speaking

- \$ Understand that listening is essential
- \$ Listen respectfully
- \$ Use language appropriate to purpose
- \$ Contribute to ideas related to a topic
- \$ Express ideas clearly
- \$ Relate ideas to personal experiences
- \$ Recognize the speaker=s message

Reading and Writing

- \$ Read and write personal correspondence
- \$ Read and respond to written correspondence
- \$ Read and discuss published works
- \$ Follow basic writing formats
- \$ Develop an awareness of point of view
- \$ Develop an awareness of cultural differences

Word Recognition

- \$ Integrate the three cueing systems:
 - \$ grapho-phonetic
 - \$ semantic
 - \$ syntactic to construct meaning
- \$ Use structural analysis and syllabication to determine pronunciation
- \$ Expand basic sight and high frequency vocabulary

- \$ Understand and identify compound words, contractions and possessives
- \$ Identify synonyms, antonyms and homonyms
- \$ Recognize and interpret abbreviations

Grammar

Standard language usage is presented as a part of the entire program of instruction in listening, speaking, reading, and writing. Punctuation, capitalization, and sentence and paragraph construction is presented as needed to aid in the communication process.

Spelling

A spelling approach is used that allows for the acquisition, practice, transfer, and maintenance of high frequency words. This program helps to build vocabularies that are used in the students' writing skills.

- \$ how to study a word
- \$ awareness of patterns, changing structure of words through affixes
- \$ use of correct spelling in all written work with an emphasis on proofreading

Mathematics

In the area of mathematics, students should be engaged in exploring, conjecturing, and thinking rather than only in rote learning of rules and procedures. The fifth grade course work strives to accomplish this goal while improving problem-solving strategies and continuing a natural development of mathematical skills and concepts. To foster this approach, problem-solving situations are an integral part of each strand of study.

Numbers and Numeration

- \$ reading, counting, and writing numerals through hundred billions
- \$ rounding numbers up through nearest million
- \$ comparing numbers
- \$ number patterns
- \$ expanded notation
- \$ prime numbers
- \$ composite numbers
- \$ number properties

Addition and Subtraction

- \$ properties of addition and subtraction
- \$ working with two to six digits
- \$ checking by estimation

- \$ estimating sums and differences
- \$ mental addition

Multiplication and Division

- \$ multiplying with factors of single and multiple digits
- \$ mental multiplication and division
- \$ multiples: common and least common
- \$ multiplying by 10, 100, and 1000
- \$ multiplying by multiples of 10, 100, and 1000
- \$ factors: common and greatest common
- \$ prime factorization
- \$ divisors with one, two, and three digits
- \$ order of operations
- \$ estimating products and quotients

Fractions

- \$ adding and subtracting fractions with like and unlike denominators
- \$ multiplying and dividing
- \$ adding and subtracting mixed numbers
- \$ multiplying and dividing mixed numbers
- \$
- \$ rounding mixed numbers
- \$ comparing and ordering fractions and mixed numbers

Decimals

- \$ place value through hundred-thousandths
- \$ rounding to nearest tenth, hundredth or thousandth
- \$ adding, subtracting, multiplying, and dividing
- \$ converting to fractions
- \$ converting to percents
- \$ multiplying or dividing by 10, 100, or 1000

Percent

- \$ ratios
- \$ estimation
- \$ proportions
- \$ equations

Measurement - Metric and Customary

- \$ length
- \$ perimeter
- \$ area of polygons
- \$ circles: circumference
- \$ surface area and volume
- \$ liquid volume and weight
- \$ angles

Geometry

- \$ terminology: point, line, plane, segment, ray
- \$ congruent figures
- \$ angles: acute, right, obtuse
- \$ triangles: equilateral, isosceles, scalene, acute, right, obtuse
- \$ quadrilaterals: parallelogram, rhombus, and trapezoid
- \$ graphing congruent and similar figures

Problem-Solving

- \$ steps for solving problems
- \$ multiple steps with varied operations
- \$ practical applications: money, charts, graphs, and maps
- \$ estimation

Graphs

- \$ interpreting: bar, line, circle and pictographs
- \$ graphing number pairs

Probability and Statistics

- \$ probability of a given event
- \$ data gathering and organization
- \$ mean, median, and mode
- \$

Science

The science program for the fifth grade outlines goals and projects specific learner outcomes based upon the recommendations set forth by the New York State Board of Regents. The program encourages scientific literacy by increasing the student=s ability to use scientific skills for effective problem-solving.

Program goals:

\$1.1 Problem-solving

- \$ specific steps in problem-solving model
 - \$ learn how to apply that model to solve problems
2. Skills application
 - \$ inquiry skills including mathematical skills
 - \$ language arts skills and processes needed to solve problems
 3. Students will develop positive attitudes towards science
 4. Students will increase their understanding of science principles

These goals can be attained through selective use of the following topics:

- \$ Life Science: living and nonliving, classification of animals, classification of plants, photosynthesis, flowering plants, adaptations,

ecology, how living things get energy, and how energy moves through an ecosystem.

§ Earth Science: earth=s layers; movement of the earth=s crust, changes in the earth=s surface; how rocks reveal changes on the earth; earth=s resources; protection of water, land, and clean air; water cycle; climate, effect of sun, land and water on climate, climate changes, layers of atmosphere, wind clouds, precipitation, fronts, weather reporting, severe storms.

§ Astronomy/Space: planet characteristics, satellites/probes/space station/space shuttles, space history, universe, galaxies, sun

§ Oceans: identification, salinity, ocean floor parts, layers of ocean water, exploring the oceans, movement of water, animals, pollution/protection of oceans.

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Social Studies

The concept goals for the K-6 social studies program are: change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. Concepts are developed as students deal with examples through content specific topics. the content at each grade level is organized around five perspectives: social, political, economic, geographic, and historical.

The grade five program stresses geographic, economic, and social/cultural understanding related to selected topics in the study of the United States, Canada, and Latin America. These perspectives build upon and reinforce historical and political concepts developed in the grade four program.

Geographic and Economic Understandings

- § map reading including latitude and longitude
- § climate patterns
- § natural resources
- § regions of Western Hemisphere
- § physical environment and people: their mutual interaction
- § fundamental economic problem of scarcity; trade
- § economic decisions dealing with production, distribution, exchange, and consumption of good and services
- § science and technology=s effect on societies

United States

- § historical overview of United States from discovery to modern times including governmental formation, civil war, western expansion, industrialization, growth of cities, involvement in world affairs.

Canada and Latin America (Selected Countries)

- § history and government
- § physical regions
- § land and climate
- § cities

Current Events

- § international, national, local news: the influence of the past on present issues
- §

Art

In grade five, students will continue to learn about different artists and artistic styles. Students will be introduced to many mediums like celluclay, wire, and grid drawing. Interdisciplinary and character education projects will continue to be part of their art curriculum.

Health

The New York State Learning Standards for health address the following areas:

- § Personal Health and Fitness
- § A Safe and Healthy Environment
- § Resource Management (an overview of skills that will enable students to manage personal and community resources).

In addressing these standards, our elementary health program is designed to provide an overview of the following topics:

- § personal health practices
- § personal safety
- § substance use and abuse
- § disease prevention and control
- § consumer/community health
- § nutrition
- § family life/relationships
- § human growth

- \$ emotional and mental health
- \$ violence prevention

The goal of the elementary health program is to develop in children the ability to understand, recognize, and apply decision-making skills to ensure a safe and healthy environment.

Drug education promotes and directs positive self-motivation in children through the integration of knowledge and effective skills development.

The students in the fifth grade are involved in activities that contribute to their sense of self-worth and their ability to make healthy decisions. Sequential lessons implementing the state mandate will be developed as part of the new elementary school health education program.

Library

The Library program at TJL is designed to empower students to use libraries effectively for their own research and interest.

Each class has a 40-minute weekly Library period. Students learn library skills and select books for borrowing. They are expected to participate appropriately and are graded on their knowledge and participation.

Skills developed in fifth grade include

- \$ use of the catalog
- \$ the Dewey Decimal System
- \$ book arrangement
- \$ book talks

- \$ reference sources such as:
 - encyclopedias
 - almanacs
 - biographical sources
 - periodicals

Students use books, CD Roms and the Internet as reference sources. Skills and materials introduced during library classes are used in academic class work, as well. Each student may have in his or her possession one library book at a time.

Students select books during library class. Books are due the following class day. Children should develop strategies to remember to bring their book on time. Lost or damaged books will incur a replacement fee.

Open library time is between 9:10 and 9:30 every morning for book exchange. Any student needing the Librarian=s individual help may also come to the Library during open library time.

Music

The general music program is based on Orff Schulwerk, which views music as a totality of verbal, musical and corporeal expression. Students are actively involved in these expressions through the following mediums:

- § Musical: singing and playing instruments (pitched and unpitched percussion, recorder)
- § Verbal: rhythmic and nonrhythmic speech
- § Corporeal: set and free movement

Students create, perform and respond to music through these mediums, thereby developing auditory skills, music literacy, historical and cultural knowledge, expressiveness and creativity.

In grade five, students will advance their musical abilities by performing music with rhythms and harmonies that are more complex. The focus will be on American music with units of study on famous American composers and a unit on the Blues. Creativity through composition and improvisation continues to be a priority.

Band

The fifth grade band program aims to facilitate musical comprehension and learning through performance in large and small group settings, in the school and through individual practice and study sessions at home. Participation in the fourth grade band, or a minimum of one year of private instrumental study (decided at the discretion of the instructor), is a requirement to participate in the fifth grade band. All students are required to attend full band rehearsals from 8:10 to 9:10 on Monday and Wednesday morning(s). In addition, each student must attend one small group lesson each week. The students are assigned to

these small groups and attend the lesson at the same time and on the same day every week.

Weekly assignments are given at each lesson. These assignments include scales, work from the Essential Elements 2000-Book 1 method book (which all students must purchase), band music assignments and other technical skills. Highlights of the fifth grade band include the Winter Concert, Spring Concert, and the opportunity for solo performance at the NYSSMA festival.

String Orchestra

The fifth grade orchestra program is a continuation of the third and fourth grade orchestra program and builds on the beginning techniques developed at that level. String students actively participate by preparing and performing age-appropriate orchestral parts to selections reflecting a variety of musical styles and historical periods. These selections are taught in morning orchestra rehearsals where emphasis is placed on personal organization, proper rehearsal discipline, teamwork, responsible attendance, ensemble playing and preparation of individual parts. This work is showcased at a winter concert and a spring concert.

Lessons will seek to develop proper playing technique through individual and small group rehearsal of these orchestra selections. Where appropriate, technique will be developed further through the study and preparation of sight-reading, etudes, duets and solo material. In addition to basic bowing, fingering and reading technique, most students will be introduced to seven major scales, the beginning stages of vibrato and early work in the upper positions of the instrument. Students will be encouraged to improvise and compose using their instrument. Personal discipline, organization, positive, self-awareness and cultural knowledge are fostered through this work at school, as well as through home practice.

An open non-competitive atmosphere is sought where students will feel comfortable discussing their own playing and the playing of their peers. Listening skills, knowledge of music history and an ability to handle musical language will be developed in addition to playing technique.

Playing opportunities for many students can be expanded through participation in the NYSSMA solo festival. Outstanding students are recommended for participation in the Suffolk County Music Educators= Association all-county festival and the Long Island String Festival.

Physical Education

Physical Education is a part of the total education process. It provides opportunities for the physical, emotional, mental, and social growth of each child. The curriculum focuses upon individual, small group, and large group activities involving varied skills and social interaction. Students learn various skills through repetition, routine, self-exploration, peer assessment, guided discovery, and problem solving. Effort, cooperation, and sportsmanship are all primary objectives of the physical education curriculum.

Some of the various units that students engage in throughout the school year are: fitness, soccer, team handball, ball skills, project adventure, cooperative games, Newcomb volleyball, jump rope, square dance and line dance, gymnastics, basketball, and track and field games.

Morning intramurals run throughout the school year in accordance with the particular curricular unit being taught in the physical education class. Morning intramurals always meet at 8:15 a.m. until 9:15 a.m. on designated days.

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Technology

As our world becomes a more technical one, a new emphasis is being placed on technology in the classrooms. Computers have been placed in every instructional classroom, and teachers and administrators are involved in searching for software that correlates with the curriculum. With the help of TJJL teachers, students learn to use word processing, keyboarding, and skill-building software. Students have been taught to use the Internet and search engines. Some classes even help design slide shows that display their work and activities in the classroom. The staff is being trained on how to use a document-based camera and the smart board to enhance instruction in the classroom.