

# Grade 5 Level Benchmarks continued

## Science

Children are naturally curious and eager to investigate science ideas. They learn best through exploration of familiar materials, phenomena and issues using the tools and skills of science. Students need opportunities to use the scientific method to collect and analyze data from a variety of sources, develop informed opinions and communicate their ideas to others.

### Concepts explored:

- Nervous System - Perceiving and Responding to Information:
  - Explore the role of sensory organs
  - Conduct tests exploring the capabilities of the human senses
  - Identify structures of the eye, ear, nose, skin and tongue
- Light
  - White light is composed of many colors
  - Light can be reflected or refracted
  - Light passes through some objects
- Land & Water:
  - Flow of water and slope of land affect soil erosion and deposition
  - Humans can affect erosion and deposition in various ways
- Solar System:
  - The motion of the Earth relative to the sun
  - Earth's rotation and revolution
  - The moon's appearance over the period of its cycle
- Microworlds:
  - Lenses create magnification which allows observation of small things
  - Different lenses cause greater or less magnification
  - Microorganisms can be investigated using different lenses

## FLES (Foreign Language in the Elementary School)

FLES is the introductory phase of a comprehensive foreign language program that extends from Grade 3 – Grade 12. The FLES Program includes opportunities for students to study the Spanish language as well as cultural elements of the Hispanic world. Students of all abilities receive 120 minutes of instruction in a six-day rotation in thematic and content-based units in order to develop listening and speaking skills, with attention also given to reading and writing skills. The program is designed to include Spanish language instruction that uses grade level math, science, social studies and language arts curriculum where applicable. Monthly newsletters communicate to students and parents the unit and vocabulary focus along with the cultural themes presented. Expectations at this introductory level of second language include:

- pronunciation which is acceptable and accurate
- participation in studied or guided conversations with acceptable and understandable responses
- recollection of vocabulary with visual aides
- participation in guided writing and prompted phrasing
- understanding similarities and differences between the Hispanic and their own culture
- geographic identification of the Spanish-speaking world

The major goals of this course are based on the state and national goals: ability to **communicate** in the second language; knowledge of other **cultures**; making **connections** with other areas of study; **comparison** of other languages and cultures to our own; participation in a multilingual **community**.

### Thematic & Content-Based Units Grade 5:

Animals of the World

Art of the Hispanic World

In the Restaurant

Discovering South America

Solar System

## Homework

Homework assignments are given to reinforce and augment the lessons taught in class and to develop responsibility and good study habits. These assignments allow for research, individual projects, and skill practice. They are intended to enhance the student's knowledge in various subject areas. The recommended time for homework in grade 5 is an average of 45 minutes daily and additional reading time may be assigned. In addition, students are expected to complete and return weekly activity logs, working towards our goal for all students to get at least 60 minutes of physical activity daily.

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# Grade 5 Level Benchmarks continued

## Music

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. Music objectives focus on:

- **Singing** (pitch matching, vocal tone, expanding range, rounds, and canons with emphasis on expression, grade wide performance at school celebration)
- **Chorus** (opportunity to sing one and two part vocal music and perform in various concerts throughout the school year)
- **Listening** (variety of styles and periods including jazz and American composers)
- **Reading/Notation** (treble clef, rhythms, introduction to bass clef and intervals)
- **Band** (continuation of first year study, Advanced Band, and Jazz Band by audition, various concerts throughout school year)

## Wellness

Our Physical Education and Health program is fully integrated and follows national and state standards. It provides sequential and progressive opportunities for the development of motor skills, physical fitness, team building and responsible decision-making. Students will recognize the benefits and see the value of physical activities and responsible decisions toward a healthful lifestyle.

The following concepts are reviewed and enhanced:

## Health

- Social skills
- Growth and development
  - Musculoskeletal system
- Disease prevention
  - State of CT AIDS Program
- Substance abuse prevention
  - DARE
  - Red Ribbon Week
  - First Aid
  - Decision making self efficacy

## Physical Education

- Body and spatial awareness
- Jumping and landing
- Chasing, dodging and fleeing
- Rolling
- Balancing and weight transfer
- Hanging, swinging and supporting
- Dribbling with hands and feet
- Throwing and catching
- Volleying and striking
- Fitness - FITT Principle
- Sequence building and patterns
- Problem solving and cooperation
- Goal setting



# 2011 - 2012 Regional School District #10 Grade Level Benchmarks

## *Experience and Expectations*

### Grade 5

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Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in Grade 5. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with district wide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in Grade 5 in your home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



# Grade 5 Level Benchmarks

## Typical Day

During a typical day, fifth graders will study language arts (reading, writing, spelling), math, social studies, science, and Spanish. Additionally, students will participate in physical education, music, art and library during the week. Time is also set aside for supervised recess. Students who have signed up for instrumental lessons will be given time for lessons and for band practice. Please contact the teacher for the specific times and routines of the week.



## Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers, as well as administrators, media specialists, and - most importantly - parents, must provide opportunities for children to become literate. As students move up the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

Learning to read and write is a developmental process. As fifth graders, students will continue to read a variety of fiction and nonfiction and to compose expository and other fiction and nonfiction pieces.



## Speaking and Listening

### Expectations for students:

- contribute relevant thoughts to a discussion
- express ideas clearly
- construct meaning from information presented orally
- create oral presentations

## Reading

### Expectations for students:

- make inferences
- predict
- identify cause and effect relationships, and text organization
- compare and contrast ideas
- relate text to personal experiences
- distinguish between fact and opinion
- make connections

### Use the following reading strategies to enhance comprehension:

- recall prior knowledge
- preview and analyze
- set a purpose for reading
- monitor reading for meaning and self-correcting
- use context clues to construct meaning

### Read novels, short stories and nonfiction texts and respond orally or in writing to demonstrate:

- understanding of story elements
- ability to identify main ideas, details and sequences
- ability to select information to summarize

## Writing

### Expectations for students:

- understand and apply the process approach to writing (pre-writing, planning, drafting, revising, editing, publishing)
- write expository essays and letters that show evidence of organization, support, elaboration and fluency
- apply editing skills (spelling, sentence structure, grammar and punctuation)
- write for a variety of purposes and audiences
- develop reference and research skills
- recognize and employ techniques of good writers
- integrate technology into final steps of writing process.

## Math

Students in grade five are in a transition from using concrete objects and models to solve problems to learning to visualize and using purely numeric methods. It takes on even greater importance because it is a transition year from one building to another. We are using many of the same resources for grades 4 and 5 to help make this transition as smooth as possible. Students in grade 5 will be refining their fluency with whole numbers for all four operations (addition, subtraction, multiplication, and division) as well as becoming more comfortable using paper and pencil methods to record their thinking with fractions, decimals and percents. Understanding place value of larger numbers and decimals will also be stressed. Students at this grade level will also be working with three-dimensional geometry including solving problems using volume and surface area. Students will continue to solve problems that give them the opportunity to use numbers to explain their thinking in a variety of situations that include gathering data and using statistics to assess that data, conducting probability experiments, naming rules to explain patterns, as well as estimating answers to problems.

## Library/Media Skills

Students in grade five will build on library skills learned in grade four as well as learn a higher level of research skills. Collaboration between the classroom teachers and the media specialist will take place at various times.

### Expectations for students:

- locate information in specialized encyclopedias, almanacs and dictionaries
- use electronic sources for information gathering: i.e. Internet and online databases
- understand the more specific details of the Dewey Decimal System in order to be comfortable locating material
- identify appropriate sources of information for different tasks
- distinguish between various types of fiction including science fiction, historical fiction, fantasy and realistic fiction
- access materials in the media center collection using OPAC (Online Public Access Catalog)
- understand the importance of bibliographic citations
- complete a "Big 6" research project using media center materials

## Art

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art reproductions and visual aids.

The following concepts will be covered:

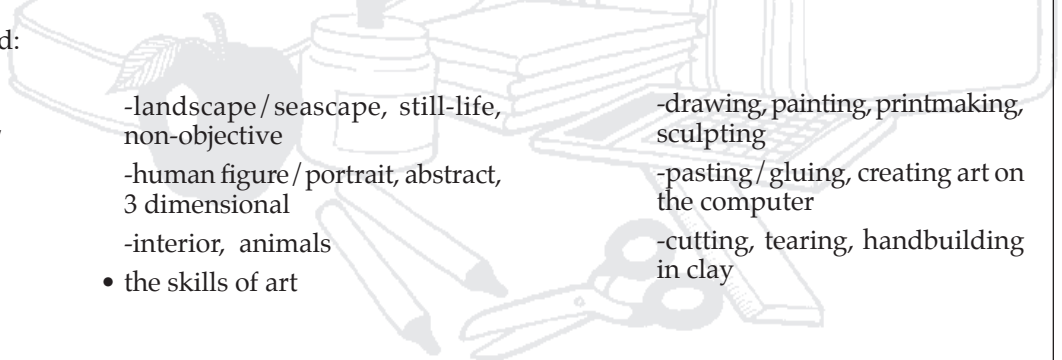
- the elements of art
  - texture, shape, repetition/rhythm
  - color, space
  - line, balance
- the subject matter of art

## Social Studies

The Grade 5 Social Studies curriculum introduces students to United States history. Our focus is on three areas: The meeting of the cultures of Europe, and America with the arrival of the Europeans, life in colonial times and why the colonists revolted from England. The lessons incorporate the four strands of the Connecticut Social Studies standards by incorporating the skills of history, geography, civics, and economics into the program. The concept of culture and how it affects each person in a society is developed and students use a combination of their own experiences and studies to identify the ways our American culture has been shaped from many diverse historical experiences.

### Students will:

- Identify the different reasons why Europeans settled in the New World.
- Identify how settlers affected Native Americans and were affected by them.
- Identify how bringing African slaves to the new world resulted in profound change in American society.
- Become familiar with the concept of trade and the colonies' interdependence with England.
- Learn that the American colonists' and the British government's views about the rights and responsibilities of colonists became increasingly divergent, eventually leading to the American war for independence.
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, and artifacts.
- Describe the challenges faced by both sides during the American war for independence and explain what factors eventually led to victory for the colonists.
- Complete a research project on an American colony utilizing the "Big Six" research model.



-landscape/seascape, still-life, non-objective

-human figure/portrait, abstract, 3 dimensional

-interior, animals

• the skills of art

-drawing, painting, printmaking, sculpting

-pasting/gluing, creating art on the computer

-cutting, tearing, handbuilding in clay