

## ***NEW HYDE PARK-GARDEN CITY PARK UNION FREE SCHOOL DISTRICT***

*This folder gives a brief overview of the Fifth Grade curriculum, and what your child will be learning this year. Please refer to our 2007-2008 district calendar for additional information regarding assessments, services and support.*

### **ENGLISH LANGUAGE ARTS**

The goal of the English language arts program is to provide students with experiences which allow them to develop the skills of listening, speaking, reading and writing. In an environment rich with literature, students will have ongoing opportunities to become effective communicators and lovers of reading. Each child will be encouraged to develop many English language arts skills.

#### **READING:**

Successful students will:

- § Develop strong vocabulary, including using context clues and understanding multiple meanings, synonyms, antonyms, homonyms, and word structure
- § Read to gain an appreciation of good literature and to elicit information
- § Identify and state both text structure and literary elements, such as plot and characterization
- § Apply comprehension strategies to analyze information and solve problems in both fiction and non-fiction
- § Develop study and research skills

#### **LISTENING:**

Successful students will:

- § Follow oral directions and instructions
- § Listen attentively, thoroughly, and critically
- § Listen for meaning, enjoyment, and discussions

#### **SPEAKING:**

Successful students will:

- § Use pronouns properly
- § Maintain noun/verb agreement
- § Use adjectives and adverbs properly
- § Make contributions to discussions that are clear and to the point

## **WRITING:**

Successful students will:

- \$ Communicate clearly through grammatically correct writing
- \$ Sequence 5 - 10 sentences into a paragraph
- \$ Develop multi-paragraph non-fiction and fiction pieces with a beginning, middle and end stressing unity, purpose and coherence
- \$ Engage in the stages of writing as a process
- \$ Use a dictionary and thesaurus to expand writing vocabulary

## **MATH**

The goal of the math program is to develop conceptual understanding, procedural fluency and problem solving.

Topics include:

- \$ Number sense from .001 to 1,000,000
- \$ Place value through millions
- \$ Compare and order decimals, fractions and percents
- \$ Multiplication of three digit by three digit numbers
- \$ Division of three digit numbers by one and two digit numbers
- \$ Decimals: add, subtract, multiply, divide
- \$ Add and subtract fractions and mixed numbers with like denominators
- \$ Prime and composite numbers
- \$ Order of operations
- \$ Algebra:
  - \$ create algebraic patterns
  - \$ use one step expressions and equations
- \$ Area perimeter, ratio, rates and proportions
- \$ Geometry:
  - \$ properties of triangles and quadrilaterals
  - \$ measuring angles
  - \$ plot points in the first quadrant
- \$ Measurement:
  - \$ Convert linear measurement within a given system
  - \$ Calculate elapsed time
- \$ Probability and Statistics
  - \$ Display, read and interpret data in line graphs
  - \$ Explore probability and fairness, make predications

## **SCIENCE**

The science program combines two components of instruction: process skills (laboratory) and content (classroom). Our science lab program offers children opportunities to explore, manipulate, discover and appreciate the world around them. Students are exposed to science concepts in the areas of life science, physical science and earth science. They develop and utilize science process and inquiry skills, classifying, communicating, collecting and interpreting data, creating models, hypothesizing, generalizing, identifying variables, inferring, measuring, observing and predicting in a program specially designed to their developmental level.

### **Grade 5 Content includes:**

#### Life Science

Microscopes and Cells  
Ecosystems

#### Physical Science

Matter  
Forms of Energy

#### Earth Science

Earth's Changing Surface

#### Interdisciplinary

Voyage of the Mimi

### **LAB NOTEBOOKS:**

Notebooks are kept by students. They are tools for recording science lab and classroom lessons. In the fifth grade, a full scientific method lab write-up including questions, materials, procedures, observations and conclusions is required for each lab.

## **SOCIAL STUDIES**

The primary goal of the social studies curriculum in fifth grade is to help students understand:

- § History of the United States, Canada, and Latin America
- § Geography of the United States, Canada, and Latin America
- § The economies of the United States, Canada, and Latin America
- § The governments of the United States, Canada, and Latin America

## **HEALTH**

The goals of our health curriculum are directed toward teaching health and growth sciences concerned with the child's physical and mental health, nutrition, understanding one's own body and how it works and grows, and attitude toward oneself, family, friends, and community.

Teachers use a variety of resources and materials through a broad conceptual approach based on the physical, mental and emotional health of children at each successive maturity level. Many topics are integrated into subjects throughout the day.

## **PHYSICAL EDUCATION**

The goal of the physical education program is to provide students with regular, planned, vigorous physical activities which promote physical fitness, improve self-esteem and develop interests and leisure-time activities.

### **MATURATION:**

Grade 5 and 6 students participate in a maturation program under the direction of the physical education teachers. This program addresses how the body develops and changes from adolescence to young adulthood. Parental permission is required for student participation.

## **MUSIC**

### **General Music**

The goal of the general music program is to provide all students with opportunities to experience the language of music through singing, movement, instruments, drama, listening and creating and to teach the skills to facilitate these activities. Ultimately, we want to instill within all of our students a deep and abiding love of music and a feeling of comfort with all musical styles.

The following concept instruction and activities are illustrative of those in fifth grade:

- 16th notes, eighth rests
- Musical variations in tempo
- Theme and variation form
- Opera and jazz appreciation
- Two-part singing in chorus
- Complex parts on pitched and non-pitched percussion instruments
- Read at sight simple melodies in the treble clef
- Sing accurately and with good breath control throughout their singing ranges
- Compose short pieces within specific guidelines
- Write original lyrics in a specific musical form e.g. AAB/Blues Form

## **SENIOR CHORUS (GRADES 5 & 6)**

The senior chorus performs in both winter and spring concerts. Participation in a choral ensemble fosters teamwork and cooperation in working toward a common goal.

## **INSTRUMENTAL MUSIC**

The goal of the instrumental music program is to teach students the skills required to play their chosen instrument in order to be able to perform in an instrumental ensemble.

All instruments are demonstrated in the spring. Students in the fourth grade may begin the study of an instrument with parental and teacher permission. Based on the demonstrations, students are asked to select a first and second choice of instruments for strings or first, second, and third choices for band instruments. Every attempt is made to give students their first or second choice of instrument. Upon acceptance into band or orchestra, students will perform in the scheduled concerts. Scheduled performances may include: concerts, Memorial Day parade, Arts Festival and Moving-Up Day ceremonies.

Instrumental Program - Please note that this is an **optional** program. Work that is missed in class must be made up by the children who participate.

## **ART**

The goal of the art program is to enrich the lives of our students. We encourage creativity through the use of varied art materials and skills. Our children learn to appreciate art and the work of artists. They also learn to understand the heritage of many different cultures.

In the fifth grade, students will:

- \$ Appreciate art of various cultures and works of famous artists
- \$ Use watercolor in a controlled way: wet on wet, wet on dry
- \$ Learn about paintings of late 19th and early 20th century artists
- \$ Reinforce concepts of positive and negative space in a composition
- \$ Use mixed media in 3-D and 2-D
- \$ Draw from observation

## **LIBRARY**

Children are motivated and enthusiastic learners. During elementary school, children will be encouraged to become lifelong readers and users of information. Classes visit the Library Media Center each week. Students spend equal time in both the library and the computer lab. A research project will be assigned each marking period. Assignments may be done independently in school or at home. Parents are invited to share books with their children and make reading a part of their family tradition.

## **TECHNOLOGY**

Our technology model places computers in the classroom from kindergarten to sixth grade. Technology is integrated into all curriculum areas to improve literacy, meet instructional standards, and to increase problem solving and communication skills. Appropriate software is used to achieve our goal. Projects are created using word processing, graphic design, databases, spreadsheets, desktop publishing, graphic organizers, the Internet, and presentation programs. Digital cameras and scanners may be used to enhance multimedia projects. Teachers and computer aides work collaboratively to extend, enhance, and correlate instruction in computer labs, classrooms, and library media centers.

## **ENRICHMENT PROGRAMS**

### **PHILOSOPHY OF MATH ENRICHMENT & ODYSSEY PROGRAM**

The basic purposes of the enrichment programs are to broaden and improve learning experiences for eligible students through the development of enhanced decision-making, problem solving, creative, critical, and divergent thinking skills. The programs should enrich students to become producers as well as a consumers of knowledge. The programs are designed for students in grades 4, 5, 6.

#### **Criteria for Entrance in the Math Enrichment and Odyssey Programs in Grades 4, 5, 6**

There is a weighted student matrix. Based on the results of the Enrichment Matrix, students will qualify for the Math Enrichment and/or Odyssey Programs.

## **STANDARDIZED TESTING PROGRAM**

Students in the fifth grade participate in the New York State Testing Program in social studies, language arts, and math. These exams measure each student's, as well as our district's, progress toward meeting the educational standards set by New York State. Parents are informed of their child's scores as soon as they become available.

The New York State test in social studies is given in November. This assessment covers content learned in fourth and fifth grade. The test format includes multiple-choice questions, short answers, and document-based questions.

The New York State test in English language arts is given in January. There is a multiple choice section and a performance section. The performance section consists of a listening portion and an extended response portion. In the listening section, the teacher reads a selection aloud; the students take notes and respond to two short answers and one extended answer. In the extended response section, students will read passages and answer open-ended questions. The reading and listening selections may include stories, articles and poems.

The New York State test in mathematics is given in March and contains multiple choice questions and open-ended questions. In the multiple choice section, there is only one correct answer. For the open-ended questions, the students must write their own answer. For some of these questions, there may be more than one correct answer. Students will be asked to explain their answers or show their work. Sometimes they will need to draw a diagram or write a chart.

### **DISTRICT POLICY ON HOMEWORK**

Homework is a learning activity which should increase in complexity with the maturity of the pupil. All homework assignments should be explained carefully in order that they be accomplished on an independent working level at home.

It is important that assignments have meaning for the child, and the purpose should always be clearly understood by teacher and child. If an assignment is important enough to be given, it is also important enough to be corrected, and the child made aware of the results.

### **RECOMMENDED SCHEDULE FOR HOMEWORK**

Grades 5/6 Homework assignments should not exceed one hour in length on a daily basis.

Weekend and scheduled school recess assignments will be left to the discretion of the teacher. The above time is suggested as the maximum time, based on what the teacher judges the average student in the class can do. Some children will complete the assignment in less time, while other children may take a bit longer. It will be reasonable to expect that under certain circumstances the times suggested will be and can be extended.

## **QUALIFICATIONS FOR ACADEMIC HONOR ROLL**

### **Major Subject Areas:**

Reading, Math, Writing/Language Arts, Social Studies and Science

### **Academic Honor Roll:**

Grades 4-6 - three "5s" and two "4s" in all major subject areas.

### **Academic Honorable Mention:**

Grades 4-6 - "4s" or above in all major subject areas

### **Outstanding Academic Effort:**

This award recognizes students who have exceeded all teacher expectations for performance and demeanor.

### **Demeanor:**

To be eligible for any distinction listed above, a student must at least meet grade level expectations (a "/" or "+") in all conduct, effort, work study skills and social development areas.

**THE ABOVE CRITERIA APPLY TO ALL STUDENTS WITHOUT EXCEPTION**