




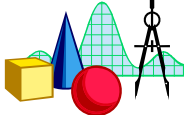
FIFTH GRADE CURRICULUM


TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY Philosophy			
Reading	<i>How does literacy help me understand my world?</i>		
<ul style="list-style-type: none"> • Settings Defined • Minimum Expectations <p>Glossary of Literacy Settings</p>  <p>Pat, the proficient reader</p>	Shared Reading- 3 times per week Guided Reading- 2 times per week Read and Relax- 2 times per week Authentic Practice- 5 times per week Read Aloud/Think Aloud- 3 times per week		
Strategies	<i>*Form Sensory Images</i> <i>Connect New to Known</i> <i>Ask Questions</i> <i>Infer Meaning</i>	<i>Ask Questions (continued)</i> <i>Infer Meaning (continued)</i> <i>*Form Sensory Images (revisit)</i> <i>Determine Importance</i>	<i>Determine Importance (continued)</i> <i>Connect New to Known (continued)</i> <i>*Synthesis</i>
3-5 Parent Pamphlets	Form Sensory Images Connect Known to New Ask Questions Infer Meaning	Determine Importance	Synthesize Ideas
Writing - -Writing Workshop	<i>How does writing help me communicate my understanding of the world?</i>		
	<p>There are three essential components in a writing workshop: a mini-lesson, independent writing time, and time for a structured response. The teacher provides formal writing instruction through focus lessons that emphasize quality, content and form. The writing process emphasizes pre-writing, drafting, feedback/questioning, revising, editing and publishing/sharing.</p> <p>The time students spend on "assigned writing -prompts" is balanced with time</p>		


	students spend on "self-selected" writing. The ultimate goal of writing workshop is to develop lifelong writers with effective communication skills.		
<u>6 Traits of Writing</u>	Ideas Word Choice Ideas and Organization Conventions	Voice Sentence Fluency Conventions	Application of all Traits
Genre	Poetry Narrative	Persuasive Expository	Expository Research Writing
Word Study	<p><i>Mastery of the following spelling patterns...</i></p> <ul style="list-style-type: none"> • Possessives and plurals in words like women's and changing y to i in words like daisies. • Unexpected spellings such as modern, bargain, fashion, habit. • Silent e, ei, and ie in words like clothe, receive, neighbor, weight. • Compound words such as twenty-one, applesauce, post office. • Commonly misspelled words such as sentence, chocolate, surely, through. • Lots of words with prefixes like, bi-, tri-, mid-, il-, im-, in-, ir-. • Words with parts like per-, pre-, pro-, -tion, -cian. • Words from other languages like ballet, cassette, stomach, берет. • Easily confused words like recipe, seize, angle, angel. 		
Speaking & Listening	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Select and use appropriate listening strategies to construct meaning • Interpret verbal and nonverbal messages to construct appropriate responses 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use contextual clues to select verbal and nonverbal strategies in informal speaking situations • Monitor and correct listening and speaking strategies in formal and informal situations 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use contextual clues to select verbal and nonverbal strategies in formal speaking situations
Literature	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify setting and recognize its significance • Identify major/minor characteristics and describe their traits 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze the mood of the piece • Infer the theme of the piece • Describe how figurative language, exaggeration, 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use the text to make generalizations about human experiences • Recognize the similarities and differences in human

	<ul style="list-style-type: none"> • Understand how authors develop characters • Identify different types of conflict • Explain how foreshadowing, flashback and development of mood influence meaning of text • Identify various forms of literature • Use literacy elements to make relevant personal connections 	and humor influence the meaning of text	<p>experiences within a single text</p> <ul style="list-style-type: none"> • Compare and contrast human experiences, both unique and universal
Accessing & Acquiring Information	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Make use of the structures and features of the source 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Locate and choose a variety of both primary and secondary sources • Use graphic aids to gain information • Evaluate information to determine reliability, currency, and relevancy 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Establish a purpose for inquiry • Locate, evaluate, and select sources appropriate to the purpose • Organize information effectively for the purpose • Select and use formats to communicate information effectively to support their purpose

Handwriting Keyboarding	Independent practice of <i>D'Nealian Cursive</i> Keyboarding Type to Learn 20 minutes, 16 days (4X week) Focus: developing keyboarding skills, Level II <ul style="list-style-type: none"> • Identify right and left hand zones • Use home row fingering • Use correct fingering to reach for letters & numbers • Use control keys: shift, enter, spacebar, delete, caps lock, arrows and backspace • Emphasis on accuracy over speed • Type without looking at keys • Use correct fingering for punctuation keys • Use correct fingering for numbers and symbols • Achieve a Warp speed of 14 with 90% accuracy rate
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MATH <u>Philosophy</u>			
Focus Areas	 Number and Operation <ul style="list-style-type: none"> • Fractions • Decimals 	Algebra	Statistics <ul style="list-style-type: none"> • Probability
Problem Solving	Application of previously taught problem solving strategies	Application of previously taught problem solving strategies	Working Backwards
Objectives Assessed	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Express fractions in lowest terms • Convert between mixed numbers and improper fractions • Compare and order fractions, whole numbers and mixed numbers including fractions and unlike denominators • Demonstrate a mastery of addition and 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Solve one-step linear equation using inverse operations • Compare and order decimals • Identify the digits in the tenths, hundredths, and thousandths • Round decimals to the nearest whole number, tenth, or hundredth • Demonstrate a mastery of addition and 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Represent a problem and its solution by working backwards. Combine with data • Organize, display, and analyze data using tables bar graphs, pictographs, line plots (histogram), circle graphs, and line graphs • Determine whether an outcome is likely, unlikely, certain or

	subtraction of fractions using like and unlike denominators • Demonstrate a mastery of addition and subtraction of mixed numbers	subtraction of decimal numbers through thousandths • Analyze and extend numeric and geometric patterns	impossible to occur
Parent Pamphlets	Trimester 1	Trimester 2	Trimester 3
SCIENCE <i>Philosophy</i>			
	K-5 Overview		
Inquiry 	Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You
Content/Hands-On Learning	Levers and Pulleys Weather or Impact Earth Micro Worlds		
THINKING ACROSS THE CURRICULUM			
HEALTH			
Focus	Too Good For Drugs • Goal setting • Decision making • Bonding with others • Identifying and managing emotions • Communicating effectively Puberty Presentation - Opt Out Form		
SOCIAL SCIENCE <i>Philosophy</i>			
Umbrella Questions – Big Ideas	<i>What are the causes and effects of revolution?</i>	<i>How does the society maintain the common</i>	<i>How does power effect people?</i>

		<i>good of a diverse population?</i>	
Themes	Revolution	Pluralism – (Common Good/Individual Rights in a Pluralistic Society)	Power
Case Studies	American Revolution (Colonies through Constitution) Economic Revolution (1790-1850) <ul style="list-style-type: none"> • Agricultural to Industrial Society <ul style="list-style-type: none"> ○ Industry ○ Inventions ○ Transportation 	Civil War / Reconstruction (Then and Now) <ul style="list-style-type: none"> • United States (1861-1865) • Reconstruction (1865-1876) • Current Civil War • Human Rights Immigration (Then and Now) Industrial Cities (Then and Now)	From Isolation to Internationalism (Then and Now) <ul style="list-style-type: none"> • World War I • Depression • World War II • Cold War • Post War • Global Economy
Inquiry	 <p><i>Ideology</i> How do beliefs bring about revolution? <i>Resources</i> How do resources influence revolution? <i>Balance</i> What are the major changes caused by revolutions?</p>	<p><i>Ideology</i> What is the influence of different perspectives? <i>Resources</i> How does the availability of resources affect society? <i>Balance</i> How do societies balance the rights and responsibilities of the individual with the common good?</p>	<p><i>Ideology</i> What is power? <i>Resources</i> What are the sources of power? <i>Balance</i> What are the results of power shifts?</p>
<u>Civic Virtues</u>	Common Good Justice Individual Rights	Individual Rights Diversity Equality of Opportunity	Truth Patriotism Common Good

		Common Good	
<u>ACADEMICALLY TALENTED</u>			
Project IDEA			
Parent Pamphlet	<u>Investigations</u> and <u>Imaginations</u>		
Honors Math			
Parent Pamphlets	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
<u>SOCIAL EMOTIONAL GOALS</u>			
<u>TEXTBOOKS</u>			