

CURRICULUM SUMMARY

Fifth Grade
2009-2010



THAT ALL
WILL LEARN

PATTONVILLE

SCHOOL DISTRICT



Curriculum/Instruction

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Michael A. Fulton, Ed.D., Superintendent of Schools
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Dear Parent/Guardian,

The beginning of a new school year is always an exciting time for students, parents, staff, and community members. Every year there are many new concepts and skills to learn. This brochure provides an overview of the curriculum for your child's grade level. Important goals and objectives are listed for each curriculum area. We are emphasizing reading and writing in all the curriculum areas.

Parents/guardians play a critical role in helping children become successful in school. For example, we know from research on parent involvement that frequent parent/child conversations about what a child is learning at school are associated with high levels of student achievement. We believe the information in this overview can help you talk with your child and your child's teacher about learning.

We hope that this information is helpful as an additional support for you and your child. I have listed below staff members who were instrumental in developing this informational curriculum guide. If you have any questions, please do not hesitate to call my office or any coordinator that is listed below.

Sincerely,

Tim A. Pecoraro, Ed.D. (213-8007)
Assistant Superintendent,
Curriculum/Instruction

Curriculum/Coordinators/Directors

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Communication Arts	Pickett Lema	213-8238
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**FIFTH GRADE
CURRICULUM SUMMARY**

COMMUNICATION ARTS

PHILOSOPHY

The communication arts (reading, writing, listening and speaking) are integral to all the content areas of schooling and thus contribute to the total education of future citizens. This curriculum addresses student achievement through a focus on the individual as part of a broader society as well as on individual student perspectives and needs. This focus is paired with high expectations within designated, specific literacy skills and strategies.

GOALS: Students will

1. read and evaluate fiction, poetry and drama
2. read and evaluate nonfiction works and material
3. speak and write in standard English (including grammar, usage, punctuation, spelling, capitalization)
4. write formally and informally
5. comprehend and evaluate oral and visual presentations
6. participate in formal and informal presentations and discussions

The following items are expected to be mastered by the end of fifth grade.

I. Skills and Strategies Applied to Reading Process	
Phonics: Apply decoding strategies to problem-solve unknown words when reading	Post-Reading
Fluency: Adjust reading rate to difficulty and type of text	Question to clarify: Ask or write clarifying questions to discuss individually and/or in a group
Fluency: Read grade-level instructional text with accuracy and expression	Reflect/Analyze: Analyzes characters in a story and author's purpose/viewpoint in a persuasive piece
Vocabulary: Use root words, prefixes, suffixes and other structural analysis strategies to understand unknown words or meanings.	Draw conclusions: Use multiple sources in science and/or social studies and write a summary of the conclusions
Vocabulary: Use text surrounding a word to refine meaning—context clues.	Summarize: Summarize a story and a piece of informational text
Vocabulary: Uses glossary and/or dictionary sufficiently to find meaning of unknown words as needed	Paraphrase/theme/main idea: Write a descriptive summary related to science or social studies
Pre-Reading	Making Connections
Prior Knowledge: Connect what is already known to concepts/ideas in text	Compare and contrast story elements and/or ideas/concepts from social studies or science text
Preview: Skim and scan material to support predictions	Make connections between information and relationships in fiction and non-fiction works
Predict: Predict and adjust prediction for fiction and nonfiction text	Relate a connection between personal experiences and experiences or ideas in fiction and/or non-fiction text
Purpose for reading: Identify author's viewpoint in informational text with supporting evidence	Make a connections between what has or is happening in the world to ideas expressed in a text (fact or fiction)
Rate for reading: Identify difficulty and type of text to adjust reading rate	Identify the culture or historic timeframe of a written piece based upon reading text only
During Reading	Ask Relevant Questions: Ask questions specific to material being read and central to the meaning of text
Self questions and correct: As questions related to meaning arise, create a mental/written questions which is proved or disproved as text is read	

Infer: Find inferences and seek meaning in character behavior in stories and relationships among people and/or things in factual text	
Visualize: Create mental pictures supporting meaning of text through drawn pictures	
Check prediction: -Demonstrate a confirmation or adjustment of a prediction during reading -Answers the question, "How did you know?" using meaning, structure and/or visual cues when confirming or adjusting a prediction	
II. Reading Fiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Uses title, table of contents and/or glossary to predict, understand vocabulary, or locate information.	Elements of Literature: Make inferences about character, setting, problem and solution and events in a story
Demonstrate basic knowledge of story features and the format and structure of poetry and plays	Multiple Genre: Reads various kinds of text
Literary Devices	Make predictions: Make predictions regarding story plot, character roles and story outcome
Identify sensory details in a story related to character and setting.	Draw conclusions: Draw conclusions about nature of characters in a story and the outcome of the plot/problem
Recognizes and interprets simile, metaphor and personification	Cause and effect: Identifies the cause for actions and their effect within a story
	Compare and contrast: -Compares and contrasts stories of related text and their various elements -Identify, align and bring meaning to likenesses and differences
	Author's purpose: Explains author's reason for writing a piece of narrative text.
III. Reading Nonfiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Apply text features: Use graphics, format, sequence, titles, headings, table of contents and index to find information and clarify/connect concepts to the main ideas	Main idea: Identifies the main idea of paragraphs and whole sections of factual text
Interpret graphic information: Use charts, graphs, maps, diagrams and timelines, etc. to answer questions	Sequence of events: Creates a timeline and/or steps in a process which is/are not provided in non-fiction text
Literary Devices	Cause and effect: Identify the cause for actions and their related effect within informational material.
Identify and paraphrase sensory details in factual text	Draw conclusions: Uses multiple sources in science and/or social studies to come to a conclusion--write a summary of conclusions
Identify and define figures of speech used in factual text	Make predictions: Predict the direction of discussion and/or outcomes including adjusting and confirming the prediction
Understanding Directions	Compare/contrast: Compares and contrasts information between/among non-fiction text
Read, follow, write multi-step directions orally, on assignments and write out own versions	Author's purpose: Identify author's purpose in a variety of genre
	Inferences: Makes inferences within problems and solutions found in American history

IV. Writing Skills and Strategies	
Writing Strategies	Writing Conventions
Writing contains an introduction, body and conclusion	Legible manuscript handwriting
Writing contains details	Legible cursive handwriting
Write a paragraph with a controlling idea (focus)	Standard spelling in a final draft
Application of word work includes adding endings, making connections between words (analogies and word parts), spelling patterns, prefixes and suffixes, use of print sources (dictionary, thesaurus, word wall, books)	Application of: adjectives, subject/verb agreement, nouns, irregular verbs, present and past tense verbs, transitions and sentence combining
Accurate use of paragraph elements	Varied sentence structure
Forms of Writing	Accurate capitalization
Specific purposes for writing including: -Personal narratives -Literature response	Accurate punctuation: Comma (compound sentences), colons, quotation marks, apostrophe (singular possessive)
-Correspondence -Process explanation text	Varied word choices
-Concept definition text -Nonfiction/research report	Writing Process
-Compare/contrast text -Cause and effect text -Persuasion/argumentation text -Summary -Poetry	Use of steps in the writing process: -Pre-write -Rough draft -Revise -Self-Edit -Final Draft
	Conference using peer/adult and peer/peer
	Evaluate using self-assessment scoring guides
	Use note taking and cite references
V. Listening and Speaking Skills and Strategies	
Listening	Speaking
Listening for different purposes: -Enjoyment -Gaining information -Retelling ideas -Evaluate -Following directions -Visualize -Make connections -Identify and interpret tone, mood, and emotion of verbal and nonverbal communication	Discussion and Presentation: -Give organized presentations that demonstrate a clear viewpoint -Select and use appropriate public speaking techniques including: -rate and volume -pace -body language -eye contact -correct enunciation -correct grammar
Listening behavior: -Prepare to listen -Maintains eye contact -Use appropriate body language/posture -Listen without interruption -Overcome barriers	Give directions: Give clear and concise multi-step oral directions to complete a task

VI. Information Literacy	
Research plan: -Develop research questions to establish a focus and purpose for project -Formulate and research key words and questions to establish a focus and purpose for inquiry	Media messages: Find, explain and analyze messages in media (e.g. Internet, commercials, newspaper, music, movies, etc.)
Acquire information: Locate and use various resources to find information to answer questions (e.g. encyclopedias, books and Internet)	Use primary/secondary sources: Identify library and media resources using a word wall. Match topics with best resources and answer research questions.
Record information: -Use a specified note-taking format to record relevant information on various nonfiction sources -Organize notes into meaningful categories.	Distinguish fact and opinion: Write a persuasive piece based on fact versus opinion, recognizing bias and points of view
Sources consulted: -Give credit for others ideas, images and information by listing sources used in research -Assemble bibliography in correct form	Support a point of view: Use a persuasive piece to defend a position or point of view

MATHEMATICS

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of mathematics, sets high standards for student achievement in mathematics, and provides access to meaningful mathematics. This document provides teachers with the support needed to create an environment where students are actively involved in exploring, developing, testing, discussing and applying mathematical ideas.

The mathematics classroom of today is very different from the classroom of twenty years ago. In order to prepare our students for their futures, our curriculum must include a broad range of mathematical content. No longer can mathematics focus solely on arithmetic and be taught in isolation from other subjects. Learning and using mathematics must become an important aspect of the entire school curriculum.

GOALS: Students will

1. learn to value mathematics.
2. become confident in their ability to do mathematics.
3. become mathematical problem solvers.
4. learn to communicate mathematically.
5. learn to reason mathematically.

OBJECTIVES

Number and Operations

- know basic multiplication facts
- identify even and odd numbers
- find the sum and difference of multi-digit whole numbers and decimals
- identify place value in numbers to billions and hundredths
- make magnitude estimates
- find the product of multi-digit whole numbers and decimals
- convert between fractions and mixed number or whole numbers
- find equivalent fractions
- convert between fractions, decimals, and percents
- find common denominators
- understand and apply exponential notation
- use an algorithm to add mixed numbers

Problem Solving

- solve one-step pan-balance problems
- order and compare negative numbers

MATHEMATICS (Continued)

- order and compare fractions
- solve ratio and rate number stories
- draw arrays to model multiplication
- use a divisibility test to determine if a number is divisible by another number
- identify prime and composite numbers
- understand how square numbers and their square roots are related
- identify number sentences; tell whether a number sentence is true or false
- understand and apply the use of parentheses in number sentences
- find the prime factorizations of numbers
- interpret the remainder in division number stories

Geometric and Spatial Relationships/Measurement

- know properties of polygons
- define and create tessellations
- estimate the measure of an angle
- measure an angle to within 2°
- identify types of angles
- identify types of triangles
- identify the base and height of triangles and parallelograms
- understand the concept of area of a figure
- know the properties of geometric solids
- use the formula to find the area of polygons and circles
- use formulas to find the volume of prisms and cylinders

Data and Probability

- identify the maximum, minimum, median, mode, and mean for a data set
- plot ordered pairs on a one-quadrant coordinate grid
- interpret mystery line plots and graphs

SCIENCE/HEALTH

PHILOSOPHY

The Pattonville Science/Health Program is founded on the basis of exploring a few topics in depth rather than trying to cover a broad spectrum of material. Over the course of twelve years in Pattonville, a student will study many facets of science and health with an emphasis on activities and experiences. Scientific inquiry, the relevance of science to everyday life and science content focus the curriculum development.

The science curriculum is organized to show connections between various content fields of science. Each grade level spirals specific content to upper grades. Science content is also connected to other curricular areas and expands the Pattonville Literacy Project.

GOALS: Students will

1. develop a better understanding of the natural world;
2. develop higher-order thinking skills by building a foundation of basic science/health processes and content.
And
3. understand the relationship between science/health and their daily life.

OBJECTIVES

Science Processes that form the foundation for scientific inquiry and showing relevance to daily life:

- observe, describe, measure, classify, compare, communicate, scientific method, inferring, predicting, and identifying variables

SCIENCE/HEALTH (Continued)

Science Content

- Matter and Energy – physical and chemical properties of matter, energy transformation, and interactions of matter and energy
- Force, Motion and Mechanical Energy – acceleration, reaction of forces, gravity, kinetic and potential energy, work and simple machines
- Universe – Earth and other planets have unique properties, the position of objects in the Solar System is relative to movement, telescopes and space exploration help to understand aspects of the Universe.
- Conceptual Review of Earth Systems, Living Systems and Ecology.

Health

- Consumer health
- disease and environmental factors
- family life and sex education
- mental and personal health
- nutrition
- substance abuse

SOCIAL STUDIES

PHILOSOPHY

The Pattonville School District realizes the importance of the social studies. Students in fifth grade will study the development of United States through the Civil War(1865). This will be accomplished by instruction in history, economics and geography. The student will be encouraged to appreciate the cultural diversity of America and its connections to the rest of the world.

GOALS: Students will

1. study the exploration, settlement and development of the American continent (1500 through 1865), with a focus will be on its geography, economic and government systems.
2. study the causes and results of the migrations of peoples.
3. study the basics of American democracy through the development of the US Constitution
4. understand the contributions of different peoples to American history.

OBJECTIVES

Government and Civic Values

- study the historical development that has made American democracy unique
- study the important principles in documents (Declaration of Independence, U.S. Constitution and Bill of Rights)

History

- use primary and secondary sources to understand the history of the U. S. through Civil War and Reconstruction
- use comparison and contrast (both oral and written) to explain historical events

Economics

- study economic concepts (trade-offs, opportunity cost, specialization) as they apply to U.S. history
- study the role of economics in the settlement and development of the U. S.

Geography

- study five themes of geography as applied to settlement and movement patterns
- use maps, charts, graphs to explain and construct geographic information about U.S. history

Social/Cultural

- study the multicultural contributions of different peoples to America
- study the interactions of different cultures in the settlement of America

INSTRUCTIONAL TECHNOLOGY

PHILOSOPHY

Pattonville School District believes that technology is an integral part of a quality educational program. Learning to utilize technology as a tool to analyze, communicate, design, and research, will ensure our students' success now and in future real life situations.

GOALS: Students will

1. demonstrate knowledge and utilization of computer equipment e.g. how to operate, correct terminology, troubleshooting problems, etc.
2. demonstrate knowledge and utilization of other computer related technology, e.g. CD-ROM, video discs, digital cameras, optical scanners, sound recording, etc.
3. demonstrate how to utilize various types of computer software e.g. content based, word processing, desk-top publishing, spreadsheet, data base, drawing, etc.
4. demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies, music, art and physical education.
5. demonstrate knowledge and utilization of Internet resources.
6. demonstrate knowledge and utilization of electronic mail.
7. demonstrate correct touch-typing keyboarding technique.
8. demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
9. develop an understanding of how computer technology is used in our society.

LIBRARY MEDIA

Library Media Services formally integrates library and research instruction with the communication arts and social studies curriculum guides. Library Media Specialists collaborate with teachers to infuse the appropriate learning into the core content areas. Library Media Specialists serve on curriculum development committees as a part of this process. This approach has the advantage of synthesizing classroom activities with information literacy skills that are appropriate to the immediate task. Further advantages include focusing on practical student needs, on-going collaboration with classroom teachers and scheduling for optimal learning.

Specific content and processes identified in the Grade-Level Expectations provide teachers and Library Media Specialists the necessary context for achieving measurable learner objectives. Two major areas of focus include Communication Arts: Information Literacy and Social Studies: Tools of Social Science Inquiry. Samples of specific projects and activities are identified in the pages that follow. All projects and activities requiring the participation of the school librarian are not listed given the amount of creativity and diversity necessary to meet the learning needs of all students in our schools. Clearly, teachers and Library Media Specialists collaborate and integrate library and research instruction through the use of the Grade-Level Expectations.

ART

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of art in the curriculum. Fifth grade art will develop and enhance creativity, communication, expressing of ideas, understanding cultural diversity, and prepare for the future. These will be emphasized through instruction in processes, application, thinking skills, and equal opportunities to learn.

GOALS: Students will

1. acquire skills to develop ideas.
2. understand people have visually recorded experiences and ideas throughout time.
3. continue to create more complex art work with greater attention given to own way of expression.
4. learn more about careers in art, the use of computers in art, and how art is used in other job-core areas.
5. continue acquired skills to next grade level.

OBJECTIVES

ART (Continued)

- use a variety of tools and processes
- identify problems in art processes and develop own solutions
- use line to create illusion of depth
- identify 2-D shapes with length and width
- use warm and cool colors to create illusion of depth
- use various color relationships
- compare the relationship of cone, cube, sphere, cylinder, and pyramid to forms in the environment
- compare different styles in architecture
- identify and describe artistic contributions of artists and cultures
- create ways of changing and improving the visual environment

PHYSICAL EDUCATION

PHILOSOPHY

The Pattonville School District recognizes that physical education is a vital part of today's education. The general goal of education and physical education is the same, the well-rounded development of students as responsible citizens. It provides each child with maximal opportunities for involvement in situations calling for motor, mental and emotional responses which will result in optimal and desirable modifications in skills, knowledge, attitudes and behavior.

GOALS: Students will

1. develop and maintain a suitable level of physical fitness and healthy lifestyle.
2. develop body management and motor skills for lifetime physical activity.
3. develop a knowledge of fitness, skill and safety concepts.
4. develop self-esteem, cooperation and sportsmanship.

OBJECTIVES

Developmental Games/Activities

- demonstrate motor skills, rules knowledge and strategies of lead-up games
- cooperate effectively in small group relays utilizing locomotor and manipulative skills

Gymnastics

- demonstrate basic tumbling skills (round-off, sequences)
- perform fundamental apparatus movements:
 - parallel bars (vault, swing, dismount)
 - vaulting stand (vault and landing)

Personal Fitness

- exhibit an approved level of health related fitness
- demonstrate knowledge of frequency, time and intensity for a training benefit
- determine target heart rate

Rhythms/Dance

- perform an activity using apparatus
- perform an aerobic rhythmic activity

Sports and Lifetime Activities

- Demonstrate age appropriate proficiency in fundamental sport skills:
 - basketball (dribble, pass)
 - hockey (dribble, shoot)
 - football (pass, punt)
 - soccer (pass, kick)
 - softball (catch, hit)
 - track (distance run, high jump)
 - volleyball (bump, set)

GENERAL/VOCAL MUSIC

RATIONALE

The Pattonville School District recognizes elementary music as a basic and vital part of the child's education. It is a valuable and usable lifelong skill like reading, writing and mathematics. Music is a unique aesthetic art and is necessary in a child's education. Because music is an art that can be expressed in many ways, the child should have an equal opportunity to participate in all music experiences and activities to his/her highest level of competence. Public performance is an important experience, but not the primary focus. It is a natural extension of the music curriculum.

GOALS: Students will

1. develop positive attitude toward music
2. acquire the essential elements of music literacy
3. gain a deeper understanding of music and its relationship to other arts
4. develop a respect for all people and their ethnic culture/customs.

COURSE DESCRIPTION:

Fifth grade students receive instruction in forty minute class periods twice weekly for a total of eighty minutes per week. Learning in music is an ongoing developmental process. Student progress is formally reported each year. Through singing, moving, playing, listening, reading and/or improvising, the child will acquire skills related to the musical elements of rhythm, melody, texture/harmony, form, tone color. The learner objectives are as follows.

- Meter - Identify and explain time signatures.
- Melody - Identify a major scale.
- Harmony/Texture - Differentiate between thick and thin texture.
Sing two part music.
- Expressive Qualities - Read, define, and apply dynamic markings.
- Form - Analyze musical forms.
- History - Differentiate between various categories of music.
- Tone Color - Classify world folk instruments into orchestra families.
Label instrumental ensemble groupings.
Describe elements of good vocal production.

CHARACTER*plus* EDUCATION

PHILOSOPHY

The Pattonville School District has developed a character education program, CHARACTER*plus* of Pattonville, in coordination with regional and national character education programs

Teachers have unique opportunities within their classrooms to directly affect how students learn to appreciate themselves, their classmates, their teachers and their families. The classroom environment that we create, both socially and emotionally, influences what the students learn about their relationship to the world at large. It is important that teachers consciously teach children to show positive attitudes, be responsible, and realize their potentials.

GOALS

The goal of CHARACTER*plus* is to integrate character education into the core curriculum and all aspects of the school environment. Listed below is a list of character traits identified by a committee of Pattonville parents and staff. The Character*plus* of Pattonville committee selects a trait to be highlighted each month.

- Cooperation
- Courage
- Discretion
- Goal setting
- Honesty
- Assertiveness
- Initiative
- Kindness
- Commitment
- Compassion
- Peace
- Integrity
- Respect
- Responsible decision-making
- Responsibility
- Self-control
- Self-esteem
- Patience
- Service
- Time management
- Perseverance
- Reliability

Notes

Notes



Michael A. Fulton, Ed. D.
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