



VALLEY STREAM 13 SCHOOL DISTRICT

Family Guide to 5th Grade

October 2022

ENGLISH LANGUAGE ARTS : WONDERS

Our English Language Arts curriculum emphasizes the connection between reading, writing, listening and speaking.

Reading Readiness

In 5th Grade, students will develop the following skills:

- Locate and refer to relevant details and evidence when explaining what a text says and make logical inferences
- Determine a theme or central idea and explain how it is supported by key details
- Summarize a text
- Identify and analyze structural elements in literary texts
- Compare and contrast point of view from which different stories are narrated in a literary text
- Learn the difference between first and third person narrations
- Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims
- Recognize genres and make connections to other texts, ideas and cultural perspectives
- Read texts with sufficient accuracy and fluency to support comprehension
- Decode multisyllabic words

Writing Readiness

In 5th Grade, students will develop the following skills:

- Write an argument to support a claim, using clear reasons and relevant evidence
 - Introduce a claim, use appropriate transitional words and phrases and provide a concluding statement
- Write an informational text to explore a topic and convey ideas and information relevant to the subject
 - Introduce and develop a topic
 - Use content-specific vocabulary
 - Use linking words and phrases
 - Provide a concluding statement
 - Establish a style aligned to a subject area or task
- Write narratives to develop real or imagined experiences
 - Use dialogue and descriptions of actions, thoughts and feelings to develop experiences
 - Use concrete words, phrases and clauses to signal event order
 - Provide a conclusion that follows from the narrated experiences
 - Draw evidence from literary or informational texts to respond and support analysis and reflection
- Create a poem, response to a text, theme or personal experience
- Conduct research to answer questions

Speaking and Listening Readiness

In 5th Grade, students will develop the following skills:

- Participate in a range of collaborative discussions
- Ask and answer questions in order to evaluate a speaker's point of view
- Paraphrase portions of information presented in diverse formats
- Report on a topic or text
- Include digital media in presentations

Mathematics: Math in Focus

In Grade 5, students focus on three key areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Number and Operations - Fractions and Operations and Algebraic Thinking Strand

- Apply understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators.
- Develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them.
- Use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions).

Operations and Algebraic Thinking and Number and Operations in Base Ten Strand

- Develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.
- Apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths.
- Develop fluency with decimal computations to hundredths, and make reasonable estimates of their results.
- Use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense.

Measurement and Data and Geometry Strand

- Recognize volume as an attribute of three-dimensional space.
- Understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps.
- Understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume.
- Select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume.
- Decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes.
- Measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Required Fluencies in Grade 5

- Multi-digit multiplication

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science: Inspire Science

Inspire Science allows students to investigate, problem solve, and discuss scientific practices. It is designed using the 5E Instructional Framework, which includes engage, explore, explain, elaborate and evaluate.

Topics of exploration include:

Structure and Property of Matter

- How are particles in matter organized?

Physical and Chemical Changes

- What happens to the amount of matter when it changes state?
- What happens to the mass when different types of matter are mixed?
- How does matter change when it interacts with other matter?

Matter and Ecosystems

- How does energy flow in an ecosystem?
- How do changes affect ecosystems?

Interaction of Earth's Major Systems

- How do scientists define Earth's major systems?
- How does the hydrosphere affect other systems?

The Solar System and Beyond

- How do the Sun, Earth, and the Moon interact?
- What causes the repeating pattern of the Moon's appearance?

Social Studies: PNW Boces

In fifth grade, students study “The Western Hemisphere.” There are six units of study– A New World Rising, European Exploration and the Trans-Atlantic Slave Trade, Geography in the Western Hemisphere, Government in the Western Hemisphere, Economics in the Western Hemisphere and Cultural Diversity. These units are interdisciplinary to include English Language Arts and Literacy skills. Students learn about cultures, civilizations, and empires with an incorporation of archaeology.

Fifth Grade Enduring Understandings Include:

- Varying theories about how the earliest inhabitants of America arrived exist.
- Early inhabitants of the Americas adapted to environmental challenges in a variety of ways.
- The Aztecs, Incas and Mayas developed sophisticated cultures by using innovative technological solutions.
- Europeans came to the Western Hemisphere for a variety of reasons and the impact of European exploration and settlement can be viewed through multiple perspectives.

- The interactions between Native Americans and Europeans can be viewed as a major turning point for the Western Hemisphere.
- The physical characteristics of the Western Hemisphere are very varied.
- The geographic characteristics of the Western Hemisphere affect where people choose to live, the way people earn a living, and their everyday life.
- Although the dominant form of government in the Western Hemisphere is some form of democracy, a variety of government systems exist side by side throughout the hemisphere.
- Although a variety of economic systems can be found throughout the Western Hemisphere, all nations struggle to answer the three basic economic questions: (What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall these goods and services be produced?)
- By sharing their customs, traditions, beliefs, ideas, and languages, different ethnic, national, and religious groups have contributed to the cultural diversity of nations and regions in the Western Hemisphere.
- The migration of groups of people in the Western Hemisphere has led to cultural diffusion as well as regional issues.

Health: The Great Body Shop

This health education curriculum is aligned to the National Health Education Standards. Every month students receive Student Issues which look like a health magazine. These magazines include culturally diverse lessons, characters, and puppets, making it student friendly, fun, and authentic.

5th Grade Curriculum:

Injury Prevention & Personal Safety

- Defining First Aid
- Helping others
- Rules for emergencies
- Decision-making steps
- First Aid skills
- Major vs. minor emergencies
- Avoiding risk
- Personal safety
- Sexual harassment
- Assertiveness

- Refusal skills
- Locating resources for help

Nutrition

- Nutrition in the community
- Good food handling practices
- Responsible approach to food choices
- Individual, family, and personal preferences
- Predicting results of good nutrition
- Life cycle and changes in nutritional needs
- Preventing illness and disease
- Understanding health policies
- Eating disorders
- Setting dietary guidelines and goals
- Influences on food choices
- Shopping and budgeting

Functions of the Body

- Brain structure and functions
- Reflex vs. conscious actions
- Respiratory system
- Breathing problems and response to emergencies
- Endocrine, nervous, circulatory, muscular/skeletal, and reproductive systems
- The brain and types of intelligences
- Responsible self care
- Impact of drugs on the body

Growth and Development/Cycle of Family Life

- Growing up
- Hygiene routines for puberty
- Endocrine system/role of hormones
- Hormone disorders
- Biological differences between
- boys and girls
- Responsibilities of maturing adolescents
- Decision-making in at-risk situations

- Social/emotional learning skills
- Genetic factors (heredity)
- Sexual harassment
- Social awareness of differences
- Self awareness of traits

Disease & Illness Prevention

- Defining viruses and HIV
- The immune system and transmission of disease
- Cancer and other diseases
- Respect for body systems
- Responsible behavior
- Help resources
- Helping the sick
- Abnormal cells
- Communicable and non-communicable diseases
- Illness prevention routines
- Proper use, misuse, and abuse of prescription and over-the-counter drugs

Substance Abuse Prevention

- Use, misuse, and abuse of drugs
- Short and long-term effects of drugs
- Why drugs won't solve problems
- Practicing positive values (self-respect, responsibility, honesty)
- Media influences
- Positive social behaviors
- Alcoholism
- Developmental assets
- HIV and IV drug use

Community Health and Safety (Violence Prevention)

- Public health/safety groups
- Community safety and illness prevention
- First Aid in the community
- Group behaviors that pose safety hazards

- Demonstrating responsibility to others
- Routines for keeping safe
- Community impact of communicable respiratory disease
- Conflict resolution
- Harassment and bully prevention
- Gangs

Self Worth, Mental and Emotional Health

- Social awareness of other people's emotions and perspectives
- Human emotions
- Emotional maturity and respect
- Positive and negative influences
- Puberty and self esteem
- social, emotional learning skills
- Grief and loss
- Service to others
- Communication and conflict resolution
- Practicing mental health routines
- Protective factors and support systems
- Positive character development

Environmental and Consumer Health

- Community influences on health
- Physical activity and environmental conditions
- Consumer skills and influences, advertising, product labels
- Managing money
- Consumer responsibilities and advocacy
- Unit price shopping
- Social responsibility
- Consumer products evaluation
- Advocating for positive health and consumer behaviors
- Accessing health services and products

Physical Fitness

- Benefits of exercise
- Identifying healthful environmental conditions for exercise

- Safety routines
- Fitness goals
- Good sportsmanship
- Fitness habits
- Sports and dance from other cultures
- Components of physical fitness
- Types of physical activities
- Fitness pyramid

HIV / Maturation

In grades five and six there are two units of study that address HIV and human maturation. In addition to The Great Body Shop curriculum, the teachers utilize several videos related to the topic. The Commissioner's Regulation 135.3 permits grade six parents to opt their children out from the AIDS prevention lessons only. Female students in grade four watch a video and participate in a Q&A with the school nurse about puberty and menstruation. Parents are given the opportunity to view the puberty and menstruation video as well as get a preview of the HIV/AIDS and human maturation unit at Wellness Night.

Social, Emotional, Learning:

RULER Program and Responsive Classroom

Valley Stream UFSD 13 has adopted the RULER philosophy, which is an evidence-based approach for social emotional learning. RULER—which is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions—helps students to identify their feelings using a mood meter and work together to build a positive culture and climate in classrooms. RULER provides students with tools that help them deal with challenging feelings by reacting in less impulsive ways. Teachers incorporate aspects of RULER into their daily lessons to help support students' abilities to integrate thinking, feeling, and behaving in a fashion that promotes healthy outcomes.

In addition, Valley Stream UFSD 13 has implemented Responsive Classroom. The Responsive Classroom approach to teaching and learning fosters safe, challenging, and joyful learning environments. This approach consists of practical strategies that bring together academic and social-emotional

learning throughout the day. It allows children to reach their full potential by involving them in decisions about curriculum, classroom organization, classroom management, and discipline.

SPECIALS

In fifth-grade, students will attend Art, Music and Library once a week and Physical Education twice a week.

Physical Education:

- Locomotor skills and assessment (running, skipping, jumping, hopping, galloping and leaping)
- Spatial awareness and safety
- Fitness
- Visual motor coordination/bilateral integration
- Gross motor skills
- Developmental sports skills
- Cooperative partner and small group activities
- Health concepts

LIBRARY:

Students will explore all genres of literature within the library. Students note the differences with genres of fiction: realistic fiction, fantasy fiction, historical fiction, mystery, science fiction, suspense, horror, ghost stories, and graphic novels, and contemporary trends. Students will be well-versed in parts of a book; nonfiction text features, and literary aspects of books. Students will expand comprehension of the author's purpose, style, making inferences, and analysis of content across genres. Students will demonstrate understanding of the arrangement of the sections of a library and the classification systems, including advanced alphabetical arrangements, and biography by subject. Students will employ acceptable search strategies when using OPAC, online databases, and resources with guidance. Students will use print and resources to locate topics, select keywords, navigate index and cross references; topic vs. keyword searches. Students will understand the organizational structures of databases and print sources, as well as the ability to find, evaluate, and select resources to satisfy inquiries for assigned collaborative classroom research projects and personal curiosity. Students demonstrate the ability to respect others ideas and materials with the reinforcement of ethical use of materials. Students will be able to create MLA

simple bibliographical entries, with emphasis on summarizing information. Students will collaborate with others to exchange ideas, develop their own understandings, make decisions, and solve problems.

Art:

Fifth graders will utilize their prior knowledge of art concepts to shape their skills in observational drawing, painting and sculpture. They will analyze and interpret works of art in class discussion and reflection. Students will identify and analyze cultural associations suggested by visual imagery.

Students will develop the following skills:

- Synthesize information to produce art.
- Expand understanding of spatial relationships.
- Demonstrate increased knowledge of proportion
- Experiment, develop and practice skills in multiple artmaking techniques and approaches
- Express ideas through artistic choices of media, techniques, and subject matter.
- Utilize the language of art in creating artists' statements.
- Expand previous knowledge of: 2-D and 3-D design skills
- Use color characteristics: such as value
- use color theory to make artistic decisions.

Innovation Lab:

Each building boasts an Innovation Lab with a district-developed curriculum as well as supplemental activities for single-day visits to the lab. The district-developed curriculum allows students to spend four days in the lab, allowing them to discover, design, create, and build. Our K-1 students follow hands-on STEAM learning that align to their science curriculum, such as making instruments, while our 2nd-6th grade students investigate, build and code using LEGO WeDo. Activities for single day visits include using KEVA planks, Bee Bots for coding, 3D doodler pens, and LEGO train.