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GREEN ACRES SCHOOL

5th Grade Curriculum Statements 2019-2020

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Language Arts

Teacher: Marcia Balmadier

Class Time: Five classes per six-day rotation

Class Size: 13 Students

Skills and Concepts:

- Reading comprehension skills with fiction and poetry
- Learning the writing process through narrative, expository, and persuasive writing
- Developing presentation and discussion skills
- Organizing materials
- Producing creative projects
- Reading and writing poetry
- Applying grammatical concepts to written work
- Understanding parts of speech and sentence and paragraph structure
- Reviewing and applying spelling rules
- Deciphering vocabulary word meanings through contextual clues and dictionary usage

Texts and Supplementary Materials:

- *Inside Out and Back Again* by Thanhha Lei
- *Tuck Everlasting* by Natalie Babbitt
- *Walk Two Moons* by Sharon Creech
- Mythology unit; various stories and resources (integrated unit with social studies)
- *180 Days of Spelling and Word Study*, 5th Grade
- *Writers' Express Handbook*

Ongoing Activities: Projects, creative story writing, personal narrative writing, reading/writing workshop, reading personal choice selections, keyboarding

Social Studies

Teacher: Michael Simzak

Class Time: Four classes per six-day rotation

Class Size: 13 students

Skills and Concepts:

- Interpreting maps
- Developing skills to work effectively in groups
- Developing presentation and discussion skills
- Organizing materials
- Developing research skills and report writing
- Developing test taking techniques
- Producing hands-on creative projects
- Applying grammatical concepts to written work

Materials Used:

- World History Early Ages
- Teacher-created texts and videos
- Primary/Secondary Sources

Units of Study

- Geography
- Economics
- Civics and Government
- Ancient Egypt
- Ancient Greece
- Ancient Rome

Assessments and Projects

- Current Events Presentations
- A variety of writing assignments, including (but not limited to) compare/contrast essays, creative pieces, document-based expository writing, and self-reflections
- Differentiated assessments based on choice and skill level, including (but not limited to) mock debates, persuasive speeches, presentations, illustrations, skit writing and production, etc.

Math

Teacher: Diane Hastings

Class Time: Five classes per six-day rotation

Class Size: 13 students

Essential Questions:

- What are numbers?
- How is mathematics used to represent the world around us?
- What is a reasonable answer?
- What strategies can you use to observe and describe patterns and relationships?
- What mathematical process should I use?
- How do we calculate, measure, or model objects?

Enduring Understandings:

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems
- Understand meanings of operations and how they relate to one another
- Compute fluently and make reasonable estimates
- Apply math concepts to real-world applications

Skills and Concepts:

- Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
- Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.
- Recognize and generate equivalent forms of commonly used fractions, decimals; understand various meanings of multiplication and division.
- Understand the effects of multiplying and dividing whole numbers and decimals.
- Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.
- Add, subtract, multiply, and divide whole numbers, fractions, and decimals.
- Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools.
- Convert like measurement units within a given measurement system.
- Classify two-dimensional and three-dimensional figures into categories based on their properties.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Generate two numerical patterns using two given rules and identify apparent relationships between corresponding terms.
- Measure volume.

Texts and Supplementary Materials Used:

In-class work consists of homework revision, instruction, practice problems, discussion, and hands-on learning opportunities. The following instructional items are used:

- Pearson enVision e-textbook
- IXL
- Think Tanks
- Math Labs
- Strategy games and computational games (“24,” Equate, Chess)
- “Contexts for Learning Mathematics” Activities

Science

Teacher: Jeff Bush

Class time: Four classes per six-day rotation

Class size: 13 students

The Essential Practices of Science and Engineering (*A Framework for K-12 Science Education: Practices, Cross-cutting Concepts, and Core Ideas*)

Goals:

- To pique curiosity about their world;
- To expand their awareness and understanding of the world;
- To foster the development of observational skills employing all senses;
- To engage students with basic scientific process skills (observing, inferring, measuring, communicating, classifying, predicting) in addition to some more advanced process skills (relating objects and events to other objects and events, defining operationally, formulating hypotheses, interpreting data, controlling variables, investigating);
- To engage students in scientific experimentation;
- To have students work and learn cooperatively;
- To encourage mindfulness in all their explorations and interactions.

Topics:

- Through exploration, discovery and structured hands-on activity, fifth graders will learn about their world and solve problems.
- They will learn about their brain in conjunction with specific mindfulness activities.
- Specific topics will delve into physical science, life science, and earth science, and we will explore germane global issues beginning with a study on energy.
- Students will employ the scientific method as they conduct experiments that require them to control variables, to make observations, and to record and interpret data. Finally, they will employ and interpret graphs, charts, and diagrams.

Spanish

Teacher: Ana Umaman

Class Time: 4 classes per six-day rotation

Group Size: 13 students

Conceptual Framework

The Spanish Course for 5th grade is based on a communicative approach that supports the idea that learning a language successfully comes through having to communicate real meaning. In this approach, the main objective is to present a topic in as natural a context as possible.

Green Acres students are exposed to the target language right from the first class. For this reason, language-building activities are presented in a situation or context and have a communicative purpose. The typical activities in the class are games, role-playing, and problem-solving tasks.

In addition to this, the four language skills—speaking, listening, reading and writing—are integrated from the beginning of the class to the end. Grammar and vocabulary are key components in the language-learning process and are used in throughout our communicative practice.

Spanish students also explore Hispanic cultures through texts, videos, songs and projects. This allows them to learn about similarities and differences among Spanish-speaking countries as regards the use of the Spanish language, culture, heritage, and traditions.

Texts & Supplementary Materials

- **Realidades 1** textbook and **Realidades 1** workbook are used in the Spanish class.
- Worksheets.
- Texts in Spanish from different sources.

Units

From the Book **Realidades 1**

- **Introduction. Para empezar. En la escuela:** greeting people; Introducing yourself to others; responding to classroom directions; using numbers; telling time; parts of the body.
- **En la clase:** talking about things in the classroom; asking questions about new words and phrases; Spanish alphabet; the calendar; Aztec alphabet.
- **El tiempo:** describing weather conditions: Identifying seasons; comparing Northern and Southern hemispheres.
- **Topic 1: Mis amigos y yo. Chapter 1A ¿Qué te gusta hacer?** Vocabulary in context: Activities people like and don't like to do. Grammar: Infinitives, negatives, expressing agreement and disagreement. **Chapter 1B. Y tú, ¿cómo eres?** Vocabulary in context: Personality traits. Grammar: adjectives; definite and indefinite articles; word-order; placement of adjectives.
- **Topic 2. La escuela. Chapter 1A Tu día en la escuela.** Vocabulary in context: The school day. Grammar: Subject pronouns. Present tense of *-ar* verbs. **Chapter 2B Tu sala de clases.** Vocabulary in context: The classroom. Expressions of location. Grammar: The verb *estar*. The plural of nouns and articles.
- **Topic 3. La comida. Chapter 3A ¿Desayuno o almuerzo?** Vocabulary in context. Foods and beverages for breakfast and lunch. Grammar: Present tense of *-er* and *-ir* verbs. **Chapter 3B. Para mantener la salud.** Vocabulary in context: Food groups and foods on the Food Guide

Pyramid. Activities to maintain good health. Ways to describe food. Grammar: The plurals of adjectives. The verb *ser*.

- **Topic 4. *Los pasatiempos*. Chapter 4A. ¿Adónde vas?** Vocabulary in context: Places to go to when you are not in school. Grammar: The verb *ir*. Asking questions. **Chapter 4B. ¿Quieres ir conmigo?** Vocabulary in context: Activities outside of school. Grammar: Ir + a + infinitive. The verb *jugar*.

Art

Teacher: Shellie Marker

Class Time: Two classes per six-day rotation for one semester

Class Size: 13 students

Concepts:

- What is art? Who gets to say what is art and what is not?
- What is the purpose of art?
- How is art connected to other disciplines?
- How is art an important part of our daily lives?
- How does art reflect the culture and society in which it was created?

Skills:

- compare/contrast works of art
- analyze/summarize
- research
- record ideas and processes in sketchbook
- communicate expressively through visual art and writing
- reflect/contemplate
- use iPad/ iMovie to document and reflect on work
- work collaboratively and independently

Units and Activities (possible themes/projects)

This year students will learn about recycled art. They will create different types of art using recyclable materials:

- Drawing Skills: Students learn facial proportions for self-portraits; perspective for landscapes; line quality
- Painting: Students develop different techniques to create expressive paintings in a variety of styles
- Printmaking: Students learn about positive and negative space, repetition, and color by carving and printing a rubber block.
- Sculpture: Students use a variety of materials to create 3-dimensional forms.
- Art History: Students study art/artists from different historical periods and create a work of art that reflects what they learned while also incorporating personal ideas and reflections.
- Art from Different Cultures: Students study different cultures and create art, such as collages, masks, bowls and other artifacts.
- Recycled art: using recyclable materials to create works of art.

Visual art skills/concepts

- observation/drawing skills (contour drawings)
- elements of design (line, shape, color, form, texture)
- model three-dimensional form
- printmaking
- creative communication of ideas
- understanding the language of art
- cultural diversity/history as inspiration
- bookmaking techniques
- using recyclable materials to make art

Texts and Supplementary materials, evaluations

- Use of sketchbooks throughout the semester. Self-evaluation and reflection. "Videolicious" or iMovie clip reflecting completed artwork during the semester
- Use of art DVDs, Internet, school library
- Teacher chosen Internet clips illustrating the lives of artists and the art of different cultures.
- critiques
- self-evaluations

Music

Teacher: Chip Carvell

Class Time: Two classes per six-day rotation for one semester

Group Size: 13 students

Skills and Concepts:

Essential questions for the year are:

- How is **sound organized** to create music?
- How is **melody** created?
- What does **harmony** add to music?
- What is the purpose of **rhythm**?
- What makes music a **universal** language?
- How is music **notated**?

Skills developed in music class will include:

- Performing on a variety of instruments with rhythmic and tonal accuracy
- Performing Ghanaian songs and percussion patterns
- Creating and performing ensemble pieces using pitched and unpitched percussion instruments and voices
- Reading standard and grid notation
- Playing solo and as part of an ensemble
- Collaborating effectively and compassionately with peers towards creative ends

Texts and Supplementary materials used:

- Pitched mallet instruments, various unpitched percussion instruments, and guitar
- Multiple library and music resources, records, sheet music, and videos

Units and Activities:

At the beginning of the semester the music class focuses on a study of Ghanaian drumming. We will use standard and grid notation to aid in understanding and development of rhythmic skills and will develop ensemble skills in order to create polyrhythmic pieces as a group. As the semester progresses, we will expand our exploration to include other African drumming styles and to create ensemble pieces using pitched and unpitched percussion instruments. We will learn and create music bringing together elements from various world music styles and will culminate with a performance of original and learned pieces.

Drama

Teacher: Paul Hope

Class Time: Two classes per six-day rotation for one semester

Group Size: 13 students

Performance-Based Class

Students will devise a performance based on techniques explored in class.

Skills and Concepts:

- **Ensemble Building:** Students will play games and work on tasks designed to build dramatic collaboration, trust, and observational skills.
- **Movement:** Students will develop skills in physical storytelling both individually and as a group, and will explore tableaux and characterization through movement.
- **Stagecraft:** Students will learn basic stage technique such as stage direction, projection, and performing open to the audience.
- **Character Building:** Students will explore objective and tactics through a variety of games and activities, working with the idea that actions based on text define character..
- **Text Analysis:** Students will learn dramatic structure while exploring a variety of textual sources, including myth.
- **Performance:** Students will memorize lines, take direction, and make choices about blocking and character as part of a rehearsal process towards performing their scenes at the end of the semester.

Text/Supplementary Materials Used:

- Scenes from various plays as well as devised work based on myth
- Performance Studies texts, such as Metamorphosis
- Various materials about theatre history

Techexplorations

Teacher: Marcia Balmadier

Class Time: Two classes per six-day rotation for one semester

Group Size: 13 students

Concepts

- *Are robots useful in helping populations affected by natural disasters?*
- *How can we help young students learn coding?*
- *How do toy companies use technology to enhance their products?*

Skills:

Computational Thinking

- **Decomposition:** Breaking down data, processes, or problems into smaller, manageable parts
- **Pattern Recognition:** Observing patterns, trends, and regularities in data
- **Abstraction:** Identifying the general principles that generate these patterns
- **Algorithm Design:** Developing the step by step instructions for solving this and similar problems

Design Process

- Defining a problem
- Brainstorming, researching and generating ideas
- Identifying criteria and constraints
- Developing a design
- Building prototypes
- Testing and evaluating a model
- Refine the design
- Communicate results

Introductory Computer Programming (coding)

Students will be introduced to the computational thinking and design processes by investigating the essential questions using *Sphero and Ozobot* robots, and the *Micro Bit* microprocessor.

- **Block programming:** Students manipulate colorful descriptive blocks to write code eg. Ozoblockly, Scratch, Scratch Jr., Javascript Blocks

Physical Education

Teachers: Derek Edwards (lead) and Jennifer Simmons

Class Time: Four classes per six-day rotation (including one held jointly with the 6th grade)

Class Size: 13 students

Skills and Concepts:

- Individual skills are taught and refined for each sport with no defender or external pressure.
- These skills usually include passing and receiving, dribbling, ball handling, shooting, and communicating with teammates.
- Restarting play from dead ball situations.
- Mastering basic and intermediate rules of the sport involved.
- One vs. one, two vs. one, and four vs. four situation play to give students opportunities to use their individual skills in simulated game conditions.
- Introduction of the concept of “wall passing” (also known as the “give and go” pass).
- Introduction of the concepts of “time and space” as they relate to using skills in actual game situations.
- Basic footwork and movement patterns within a sport: including jab steps, crossovers, reverse pivots, and different feints involving weight shifts.
- Introduction to proper safety practices while acquiring skills in every unit.

Texts and Supplementary materials used:

- Bulletin boards using photos, diagrams, checklists, and color-coded rosters.
- Handouts describing rules and regulations of the sport, as well as a brief history.
- Quizzes on those handouts.
- Videotapes of skill demonstrations and game footage.
- iPad applications using skill demonstrations and instructions.

Units and Activities

- **Year-round:** Physical Fitness activities including stretching, jogging, jumping rope, and President’s Physical Fitness testing, large-group games (dodgeball, tag, etc.)
- **Fall:** Soccer, Frisbee skills, football skills, basketball, floor hockey
- **Winter:** Basketball, volleyball, floor hockey, gymnastics, new games
- **Spring:** Softball skills, lacrosse, bowling

Advisory

Teachers: Marcia Balmadier and Ana Umaran

Class Time: Three classes per six-day rotation

Group Size: 6-7 students, some whole-grade activities

The overarching goals of the advisory program are to ensure that each student is known well, feels a part of the overall community, and finds ways to be academically and socially successful. The advisory program engages students in discussion and activities of important life issues generated by both students and advisors.

Skills and Concepts:

- Advisory provides time to address issues of importance to young adolescents and to ensure that they have accurate information about these topics.
- Advisory gives students a forum for exploring their values.
- During Advisory, students have an opportunity to develop discussion skills in a nonacademic setting.
- Students work cooperatively in small groups.
- Individuals begin to understand their own learning style and develop a variety of study strategies so he/she is able to study more effectively.
- Advisory period is used to plan for and evaluate class trips.

Units and Activities:

- Team Building: Getting to know each other; interests; self-image; what's new in 5th grade
- Study Skills
- Friendship/Conflict Resolution: diversity; respecting and accepting differences; specific skills for mediating conflict; anti-bullying and harassment
- Digital Citizenship
- Education about the "Big 9" areas of Diversity
- Family Life Education: The changes that puberty brings
- Echo Hill Outdoor School: preparing for the trip, general information and answering questions
- Reflection and preparation for Student-Led-Conferences

Resources:

The *Green Acres Middle School Advisory Handbook*, various books, videos, magazines from the Green Acres library, as well as guest speakers, will be used to support the units and activities.

Class Meetings:

In addition to meeting in small advisory groups, there also will be occasional full 5th grade class meetings for the students to discuss concerns with all of their peers. These meetings will be facilitated by teachers, but will be student-driven.