

# Welcome to Fifth Grade!

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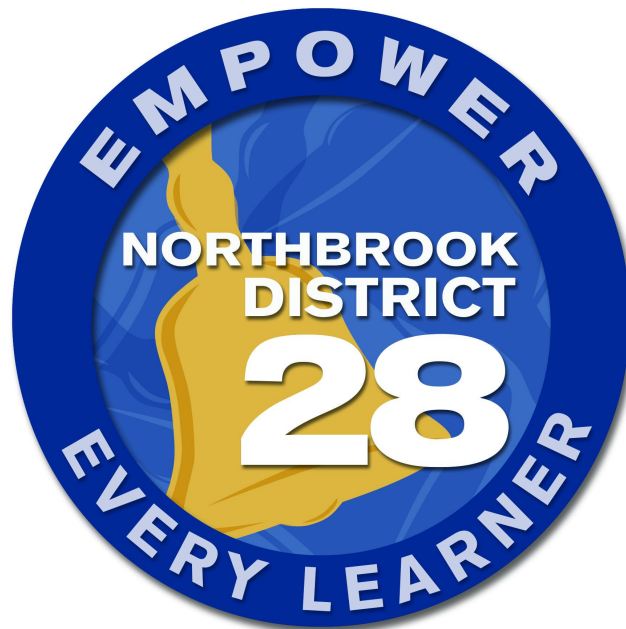
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum to foster growth in every classroom throughout our district.

We look forward to partnering with you throughout the school year. It is through our partnership that we empower every learner to be an engaged, confident, caring, and inspired citizen.

Please reach out to your child's teacher or principal to discuss specific grade level units and resources. More information about programs and assessments is available on the district website.

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



# Literacy

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a Literacy Studio model where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence.

The model includes whole group instruction; small, needs-based groups; individual conferences, and ample time to read, write, speak, listen, and reflect independently and in groups.

Teachers create a caring, innovative environment where students experience a growth mindset and are able to make choices to navigate their learning.

**By the end of fifth grade, we expect students to be able to...**

## READING STRATEGIES

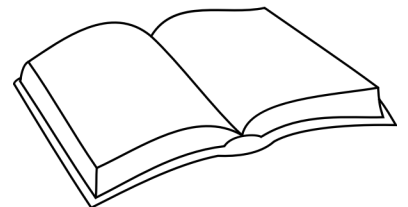
- make connections using schema.
- visualize and use sensory images to understand text.
- ask questions while reading.
- determine important ideas and themes in text.
- make inferences.
- synthesize.
- self-monitor while reading.

## LITERACY AND INFORMATIONAL TEXT

- quote accurately when referring to text.
- determine the main ideas and summarize the text.
- compare and contrast texts.
- explain how an author uses reason or evidence to support points in a text.

## FOUNDATIONAL SKILLS

- use grade-level phonics and word analysis skills.
- read with accuracy and fluency.



# Literacy (cont.)

By the end of fifth grade, we expect students to be able to...

## WRITING

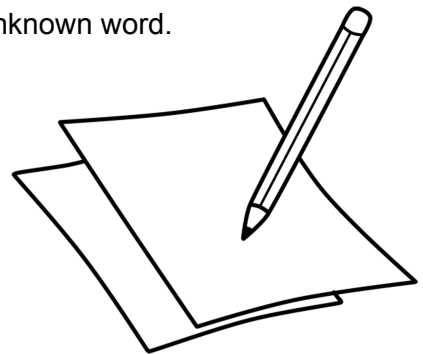
- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- write clearly and with a purpose; keep the audience in mind.
- conduct short research projects that use several sources to build knowledge.
- use technology to publish writing.

## SPEAKING AND LISTENING

- summarize information presented.
- identify reasons and evidence a speaker or media source provides to support particular points.
- identify and discuss misleading ideas.
- use expressions and gestures.

## LANGUAGE

- use correct grammar.
- use correct capitalization, punctuation, and spelling.
- use punctuation to separate items in a series/list.
- vary sentence length and style.
- compare and contrast styles used in literature.
- use a variety of methods to determine the meaning of an unknown word.



# Library

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

## **By the end of fifth grade, we expect students to be able to...**

- effectively use the library catalog system, Destiny.
- determine importance when researching information.
- understand and utilize the 5 A's of research:
- ask questions to guide/direct research
- access online resources such as World Book and Britannica
- analyze the information as it is gathered into note taking form
- apply Information to create a shared product, and assess the research process.
- assess the research process.
- create accurate citations.
- use informational text features to locate information.
- choose appropriate materials independently from a wide variety of texts, including award winning titles.
- paraphrase information gathered from a resource.
- evaluate text and web-based information (bias, accuracy, purpose, author's intent).
- use primary sources to find information.
- interpret information from graphic aids.



# Digital Citizenship

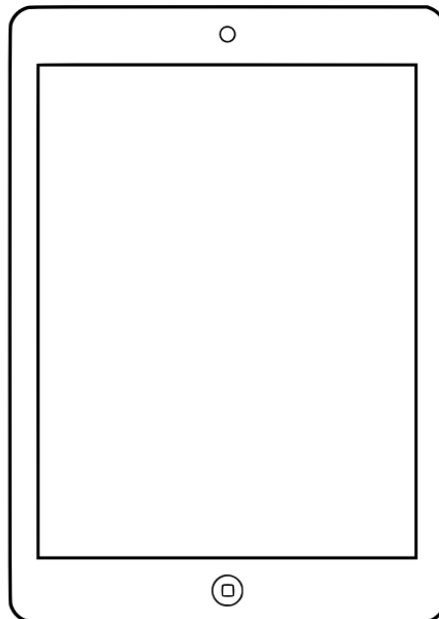
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

Children interact with technology at a very early age. Just as children learn about the world around them, they need to learn about the digital world: its benefits, how to behave safely, and the consequences of use. Providing instruction and experiences for children to learn about and practice digital citizenship is a proactive way to help them connect their offline and online behaviors.

We believe “it takes a village” to raise a digital citizen. The digital citizenship curriculum includes activities to teach students, resources to engage parents, and information to educate teachers and administrators. Lessons are presented in a timely manner to prepare students for new experiences, reinforce safe behaviors, and integrate with content material.

## The topics covered in grades 2-8 are:

- media balance & well-being
- privacy & security
- digital footprint & identity
- relationships & communication
- cyberbullying, digital drama, & hate speech
- news & media literacy



# Mathematics

District 28's Math curriculum is aligned to the Illinois Learning Standards which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.

These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real-world issues and challenges, preparing students to think and reason mathematically.

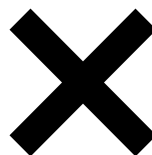
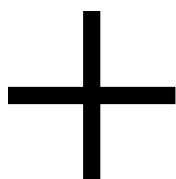
**By the end of fifth grade, we expect students to be able to...**

## OPERATIONS AND ALGEBRAIC THINKING

- write numerical expressions.
- interpret numerical expressions.
- generate two numerical patterns using given rules.
- analyze patterns and relationships of two numerical patterns.

## NUMBERS AND OPERATIONS IN BASE TEN

- explain patterns in the product when multiplying by multiples of ten.
- read, write, and compare decimals to the thousandths.
- round decimals to any place.
- fluently multiply multi-digit whole numbers using the standard algorithm.
- find whole number quotients with two-digit divisors, using place value strategies.
- add, subtract, multiply, and divide decimals to hundredths, using models, drawings, and place value strategies.



# Mathematics (cont.)

By the end of fifth grade we expect students to be able to...

## NUMBERS AND OPERATIONS - FRACTIONS

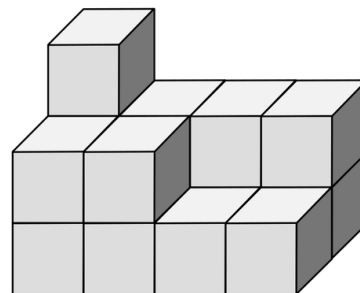
- add and subtract fractions with unlike denominators.
- solve word problems involving addition and subtraction of fractions with like and unlike denominators.
- interpret a fraction as division of the numerator by the denominator.
- multiply a fraction or a whole number by a fraction.
- interpret multiplication as resizing.
- solve real world problems involving multiplication of fractions and mixed numbers.
- divide unit fractions (fractions with 1 as the numerator) by whole numbers and whole numbers by unit fractions.
- solve real world problems involving unit fractions by whole numbers and whole numbers by unit fractions.

## GEOMETRY

- graph points in the coordinate plane, first quadrant only.
- solve real world mathematical problems involving the first quadrant of the coordinate grid.
- classify two-dimensional figures based on their properties.

## MEASUREMENT AND DATA

- convert like measurement units within a given measurement system.
- create a line plot for a data set with measurements in fractions.
- interpret the data of the line plot by using all four operations ( $+$   $-$   $\times$   $\div$ ).
- recognize volume as an attribute of solid figures .
- measure volume by counting or using the standard formula.
- recognize volume as additive.
- solve real world problems involving volume.



# Science

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.

**By the end of fifth grade, we expect students to be able to...**

## PHYSICAL SCIENCE

- develop a model to describe that matter is made of particles too small to be seen.
- measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- make observations and measurements to identify materials based on their properties.
- conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- support an argument that plants get the materials they need for growth chiefly from air and water.

## LIFE SCIENCE

- support an argument that plants get the materials they need for growth chiefly from air and water.
- develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- develop a model to describe that matter is made of particles too small to be seen.
- use models to describe that that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.



# Science (cont.)

**By the end of fifth grade we expect students to be able to...**

## EARTH AND SPACE SCIENCE

- support an argument that differences in the apparent brightness of the Sun compared to other stars is due to their relative distances from the Earth.
- represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- support an argument that the gravitational force exerted by Earth on objects is directed down.
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

## ENGINEERING DESIGN

- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- generate and compare multiple possible solutions to a problem based on how well each solution is likely to meet the criteria and constraints of the problem.
- plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

# Social-Emotional

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

**SELF-AWARENESS:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

**SOCIAL AWARENESS:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.

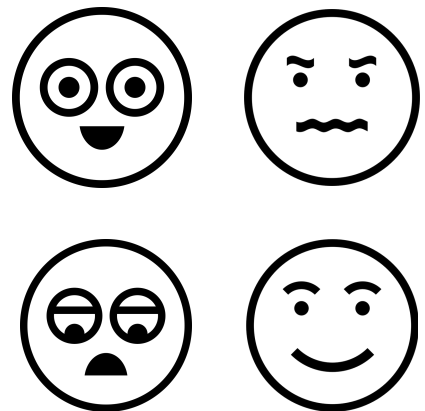
**SELF-MANAGEMENT:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

**RELATIONSHIP SKILLS:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

**RESPONSIBLE DECISION MAKING:** Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

**By the end of fifth grade, we expect students to have an understanding of the following skills:**

- review and practice the 9 step problem solving model
- accepting consequences/responsibility
- get calm/ keep calm
- dealing with disappointment
- standing up to bullying
- goal setting
- peer pressure



# Social Studies

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action.

Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels.

Social Studies for kindergarten through fifth grade focuses on the home, school, community, City of Chicago, State of Illinois, regions of our nation, and the United States.

**By the end of fifth grade, we expect students to be able to...**

## INQUIRY SKILLS

- develop essential questions; identify their importance.
- create supporting questions to help answer an essential question.
- identify resources with multiple viewpoints.
- gather important information from multiple sources, understanding the difference between facts and opinions (use to determine credibility of a resource).
- develop claims to answer an essential question.
- create and critique ideas from multiple sources.
- identify local problems and ways people are addressing these problems.
- use different methods to come to conclusions and take action in their classroom and school.

## CIVICS

- identify and describe the different responsibilities and powers of government officials at various levels and branches of government (including different times and places).
- study the history and purpose of laws, rules, and important U.S. provisions.
- compare the history, purpose, and structure of different systems within government.
- explain how policies are developed.



# Social Studies (cont.)

By the end of fifth grade, we expect students to be able to...

## GEOGRAPHY

- use maps of different scales to describe the characteristics of locations.
- explore how the culture and the environment of places within the United States change over time.
- describe how humans have used natural and technological resources in the United States.
- analyze the impact of catastrophic events, environmental events, and technological developments.
- compare the environmental characteristics of the United States to other world regions.



## ECONOMICS & FINANCIAL LITERACY

- study why people, businesses, and nations specialize and engage in trade.
- explore how positive and negative incentives impact behavior on the national and world economy.
- describe the ways the government pays for the goods and services that are provided.
- explain the concept of interest.

## HISTORY

- create and use a chronological series of events, to compare events that happened at the same time.
- use information about a historical source to determine usefulness in studying a specific topic.
- explain the causes and effects of important events and developments in U.S. history.

# Spanish

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the Spanish language.

## By the end of fifth grade we expect students to be able to...

### LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.



### SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

### READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

### WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

### CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the U.S. and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.

# Art

District 28's art classes focus on developing students as artists who communicate ideas visually, express a point of view, and use inspiration from the world around them when creating their artwork.

**By the end of fifth grade, we expect students to be able to...**

## DRAWING

- understand the concepts of realism and abstraction and be able to draw in these modes.
- draw different subjects in an interpretive style.

## SCULPTURE

- continue to use various methods (ie; coil and slab) to build and attach clay.
- create a relief or in-the-round sculpture from paper mache.
- use advanced techniques to create a sculpture.

## ART APPRECIATION

- compare and contrast different artworks.
- be able to identify many different art forms (e.g., stained glass, mosaics).
- distinguish between form and function.

## PAINTING

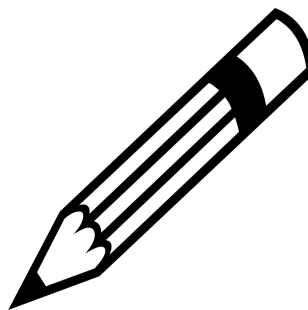
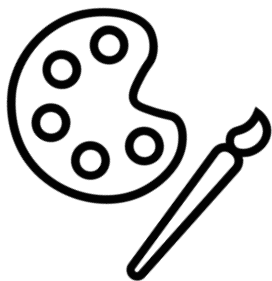
- identify and use different color theories in a painting.
- use their own ideas within a theme.
- understand that painting is a means of self-expression.

## DESIGN

- expand use of art concepts including values, positive-negative space, and patterning.
- develop a theme to visually express an idea.

## GRAPHICS

- introduce multicultural printing techniques (e.g., adinkra, and gyotaku).
- use carving techniques to create a print.



# Music

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

**By the end of fifth grade, we expect students to be able to demonstrate...**

## MELODY

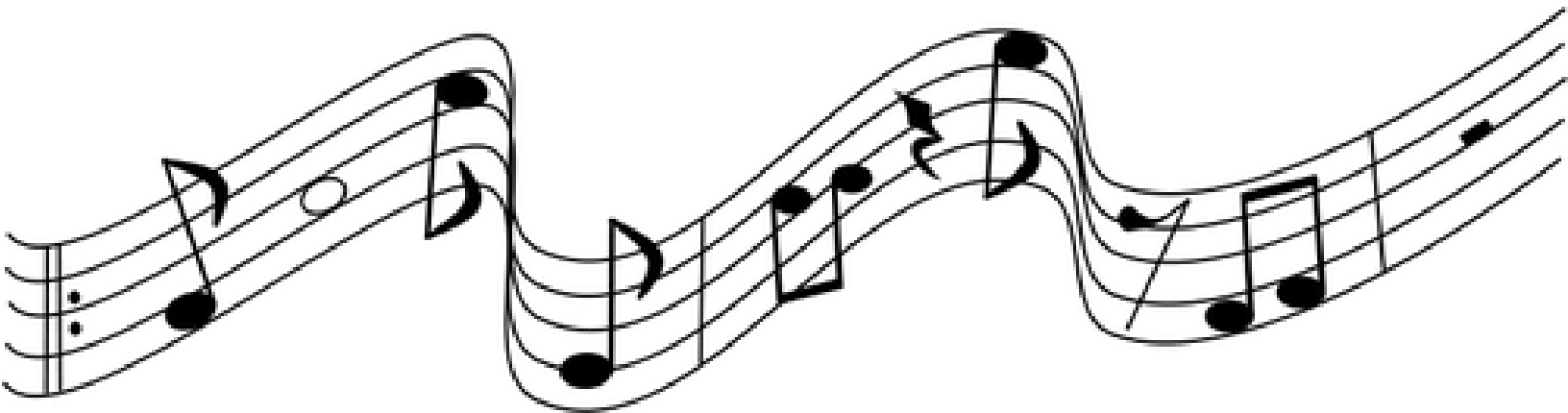
Perform in a variety of scales, chord progressions, wide vocal range.

## RHYTHM

Eighth and 16th note combinations, duple and triple meter.

## EXPRESSION

Choreography, character interpretation.



# Instrumental Music

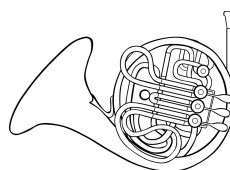
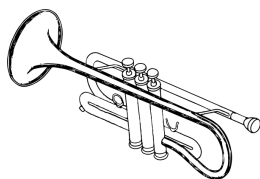
## JUNIOR BAND (Primarily 5th grade)

Junior Band students continue to develop and refine their individual and ensemble performance skills by building off of the foundational concepts they learned in Beginning Band. Students engage in learning activities that cultivate friendship, teamwork, collaboration, and problem-solving skills while having fun making music together!

Junior Band performs three concerts each year. Students from Meadowbrook, Greenbriar, and Westmoor attend combined large group rehearsals at Northbrook Junior High on Tuesdays and Thursdays before school, and students are bussed to their elementary schools afterwards. School-day lessons follow a rotating schedule and take place once a week for 30 minutes, with one or two students per lesson.

Students are automatically placed into Junior Band after successful completion of Beginning Band.

Please contact Mrs. Jamie Zimniok for more information: [jzimniok@northbrook28.net](mailto:jzimniok@northbrook28.net).



## SINFONIETTA ORCHESTRA (Primarily 4th and 5th grade)

Students placed in Sinfonietta have all completed level one and are working on level two and three materials in their lessons. This orchestra starts the year reviewing and refining the skills found in level two, as well as an introduction to material found in level three.

Sinfonietta rehearses three times per week on Monday, Wednesday and Thursday mornings at Greenbriar. For the 2023-2024 school year, the orchestra will have four performances and a tour of schools in March. Sinfonietta is taught by Mike Gouvert - [mgouvert@northbrook28.net](mailto:mgouvert@northbrook28.net).



# Physical Education

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other help provide a safe environment, both physically and emotionally.

Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

**In grades 4 and 5 we expect students to gain knowledge and skills in the following areas...**

## MOVEMENT SKILLS

- combination of locomotor movements (dance movements, tumbling)
- combinations of non-locomotor movements (push-ups, curl ups, etc.)
- combinations of locomotor and non-locomotor movements (running and throwing, running and kicking, running and bending, etc.)
- combinations of manipulative movements (lead up activities and sport variations)



## PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength)
- heart rate (resting heart rate, maximum heart rate, target heart rate, self monitor, etc.)
- goal (setting, self assessment, logging, etc.)
- body awareness (nutrition and long term effects of physical activity on the body)

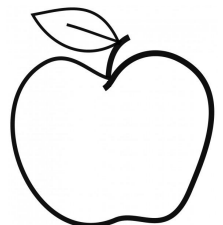


## TEAM BUILDING

- individual responsibility during group activities (work independently on task until completed, following rules, settling disagreements, etc.)
- responsibilities as a team member (work cooperatively with a partner or small group to reach a shared goal during physical activity)

## HEALTH EDUCATION

- nutrition
- human body
- safety



# Administration



Dr. Jason Pearson, Superintendent of Schools  
Dr. Kris Raitzer, Assistant Superintendent  
Dr. Kelly Sculles, Director of Student Services  
Michelle Jackson, Director of Learning

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Asst. Dir. of Student Services: Betsy Buckley

Meadowbrook School  
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Principal: Ericka Garza  
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Westmoor School  
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Principal: Maria Eck  
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Assistant Principal: Christine Lake  
Asst. Dir. of Student Services: Dr. Heather Schultz