

2011–2012



PARENT GUIDE *to Elementary Curriculum*

5

Fifth Grade

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

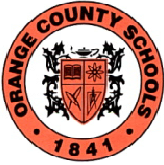
SOCIAL STUDIES

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WORLD LANGUAGE



Orange County Board of Education

200 East King Street
Hillsborough, NC 27278

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Dear Parents/Guardians:

This Orange County Schools Curriculum Guide reflects the *North Carolina Standard Course of Study* for students in grades K-5. It is designed to give you an overview of the content students study in grades K-5 as well as the variety skills students need in order to be successful. More in-depth information can be found about specific subjects and skills by visiting the North Carolina Department of Public Instruction at its web site www.ncpublicschools.org/curriculum.

It is important to understand that reading and writing skills are process skills that students learn and master in grades K-12; consequently, there are no grade specific skills or month-by-month sequential topics in reading and writing. Instead, it is the level of complexity with which students are able to analyze, interpret, generalize, and hypothesize that changes from grade to grade. As students advance from grade to grade the text levels that students will read and work with across content areas becomes more difficult. Finally, vocabulary and grammatical techniques become more advanced as students progress.

Through this Guide, we hope to provide you with enough information to enable you to discuss curriculum with your child and his/her teacher(s). The Orange County Schools teachers are happy to discuss curriculum in depth so that you have knowledge of how our district works to ensure that each student reaches her/his potential.

The Standards-Based Report Card for Grades K-5, which we began using in 2006-2007, reports more accurately how students are performing in relation to state described proficiency standards. Should you desire more information about how the North Carolina Standard Course of Study and the Orange County Report Card align, please ask your child's teacher to discuss this with you.

Finally, we believe that all students deserve the best teachers and the best educational opportunities possible. To this end, we in Orange County Schools commit ourselves to plan and deliver a purposeful program of study that challenges all students to be learners and generators of knowledge and maximizes their many and varied abilities.

Please do not hesitate to contact us if we can provide additional information or assistance to you, your family, and your Orange County Schools student(s).

Sincerely,

Denise Morton, Ed.D, Chief Academic Officer

Lisa Ann Napp

Lisa Ann Napp, Ed.D, Director of Elementary Instruction

ENGLISH LANGUAGE ARTS

Students in fifth grade expand and deepen concepts, skills, and strategies learned in earlier grades as they make new connections and experience more sophisticated ideas and begin to study subjects in more formal ways. They read and write a variety of texts with greater breadth and depth, critically analyzing and evaluating information and ideas. Fifth graders revisit and refine concepts and their knowledge of English language conventions as they become more independent learners.

Fifth grade students:

- **Use reading to learn about and understand their world and other cultures**
- **Evaluate texts to determine the author's purpose and point of view**
- **Increase vocabulary knowledge through wide reading, word study, discussion, and content study**
- **Apply comprehension strategies critically, creatively, and strategically.**

Fifth grade students use oral language skills to:

- **Identify strategies used by a speaker to inform, entertain, or influence**
- **Read aloud with fluency and expression**
- **Make presentations to inform or persuade selecting vocabulary for impact**
- **Draw conclusions, make generalizations, and gather support by referencing the text**
- **Summarize main ideas.**

Finally, students in grade five write to:

- **Persuade an audience**
- **Research multiple sources to deepen understanding and integrate information and ideas across content areas**
- **Apply grammar and language conventions to support arguments and influence the thinking of others.**

- **Understand the five features of effective writing: focus, organization, support and elaboration, style, and conventions**

Students spend from two to three hours each day engaged in a study of English Language Arts.



MATHEMATICS

Within the K-8 grade span, the North Carolina Standard Course of Study is organized around five strands; they are: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. The content becomes increasingly complex and the expectations for students become more demanding as students progress from grade to grade.

Fifth grade students are expected to:

- **Understand and compute with non-negative rational numbers**
- **Recognize and use standard units of metric and customary measurement**
- **Understand and use properties and relationships of plane figures**
- **Understand and use graphs and data analysis**
- **Understand patterns, relationships, and elementary algebraic representation**

Students spend approximately one hour each day engaged in a study of mathematics.



SCIENCE

Fifth grade students focus on using evidence, models, and reasoning to form scientific explanations. Using evidence to understand interactions permits students to predict changes in natural and human-designed systems. Students make explanations utilizing prior knowledge as well as new evidence from observations, experiments, or models. As students gain knowledge of concepts and processes, their explanations become more accurate and logical.

Fifth grade students conduct investigations and analyze evidence in order to better understand:

- **Interdependence of plants and animals**
- **Landforms around the world**
- **Weather and climate systems**
- **Forces and motion.**



SOCIAL STUDIES

Fifth grade social studies extends the focus from North Carolina to the geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people, the physical environments in which they live, their social, economic, and political institutions as they analyze similarities and differences among these societies. Concepts for this study are drawn from history but the primary discipline is cultural geography. Because of the continuous changes that are occurring, students must be aware of current events and trends that affect these countries.

Students in fifth grade social studies:

- **Apply key geographic concepts to the United States and other countries of North America**

- **Analyze political and social institutions of North America and how these institutions respond to societal needs and influence behavior**
- **Examine the roles various ethnic groups have played in the development of these countries**
- **Trace key developments in US history and describe their impact on people and other countries**
- **Evaluate ways the US and other North American countries make decisions**
- **Recognize how technology has influenced change within the US and North America.**



INFORMATION AND TECHNOLOGY SKILLS

Students in the fifth grade are introduced to how to determine appropriate resources for topics, appropriate strategies when reading for enjoyment and for information, using technology tools, applying research in a collaborative setting and using safe, ethical and responsible use of the information and technology resources. The fifth grade curriculum provides structured, supervised learning experiences that require students to:

- **Use various types of resources to gather information (including print and online media).**
- **Use relevant Sources of Information for an assigned task.**
- **Use reliable Sources of Information.**
- **Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks.**
- **Differentiate strategies when reading various genres.**
- **Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).**

- Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- Use technology tools to present data and information (e.g., multimedia, audio and visual recording, online collaboration tools, etc.).
- Implement a research process by collaborating effectively with other students.
- Understand the guidelines for responsible use of technology hardware.



MUSIC

The purpose of the music program is to provide experiences and opportunities which develop the child's creativity, growth in musical knowledge and skills, and an appreciation for a variety of cultures and musical styles. The focus in grades K-2 is to create, respond to, and perform music. In grades 3-5, these skills are refined through more in-depth study. The music program reinforces the total curriculum by providing integrated learning opportunities.

Students engage in creating, performing, and responding to music. These are the fundamental music processes in music education, with students learning primarily by doing. Singing, playing instruments, creating, moving, and listening to music enable them to acquire musical skills. Along with these capabilities, students in grades 3-5 begin to develop the more complex skills of evaluation, analysis, and appreciation of music. Opportunities for development of essential knowledge and attitudes are provided through a variety of activities and experiences.

The music curriculum is based on a continuum of musical concepts. At all levels, the focus is based on developmentally-appropriate activities, materials, and

song selections. The fifth graders refine their musical skills and continue to grow through a wide variety of experiences. Music reading skills and solo instrument playing are further developed to prepare students for their band and choral music opportunities in middle school.



VISUAL ARTS

Students in fifth grade are instructed in four basic areas of the visual arts: art production, art criticism, art history, and aesthetics. Students display increase manual dexterity. They use a broader range of subject matter and media. Ideas which impact their art are incorporated from a variety of sources to include individual readings out of books, magazines, and reference materials. They grow more sophisticated in depicting movement, relationships and emotions in their work. Students develop a sense of history, including an ability to distinguish between art created by different cultures. Students begin to enjoy knowing and sharing interesting facts about various artists and the times in which they lived. Class discussion about artwork should show greater verbal fluency, the incorporation of selected art vocabulary, and a focus on expressing of oneself in a positive manner.

Students will apply the elements of art and the principles of design. They will begin to demonstrate their understanding of these principles by creating more detailed and individualized works of art. The student will begin to produce works which reflect different styles of art. They will see the connection between history, culture and art.

HEALTHFUL LIVING

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in grades 4-5 Healthful Living Education Standard Course of Study.

By the end of grade five:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including ability to recognize the relationship between healthy nutrition and exercise in weight management; analyze and explore how media images can influence perception of a desirable body size, shape, and complexion, and acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.

Students will be able to differentiate between positive and negative stress and demonstrate effective ways to deal with each one; identify situations that might lead to violence; demonstrate the ability to seek help or assistance for bullying. Additionally, students should be able to utilize the basic information on food labels to make decisions about the nutritional value of various foods; demonstrate the ability to select healthful food and beverage choices that from the food groups of My Pyramid.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; analyze the relationship between physical activity and nutrition and the cardiovascular system; demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports; describe the mechanics of skill performance in a variety of activity settings; and choose to participate in structured and purposeful activity.

Students will be able to create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements; complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart; regularly encourages others and refrains from putdown statements; identify opportunities for regular physical activity in school and at home; demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels, and assesses and takes responsibility for his/her own behavior problems without blaming others.

Healthful Living Focus Areas – Grade 5

- **Media literacy**
- **Conflict resolution**
- **Identify feelings of depression and resources for help**
- **Puberty**
- **Self protection**
- **Elements of the FIT principals.**
- **Assessing personal behaviors and taking responsibility for outcome.**
- **Manipulative skills that impact the quality of movement patterns.**



WORLD LANGUAGE

In the Elementary School Foreign Language Program, the primary goal is the development of listening and speaking skills and cultural awareness through concrete experiences. Because language acquisition begins with listening, successful language learning activities emphasize comprehension rather than speaking at the beginning stages.

Successful language learning activities involve students in interpersonal communication as they learn songs, recite poems, and give oral commands. At this level, reading and writing are not introduced; instead, emphasis is placed on the oral language necessary for students to become good readers and writers later on.



MODIFIED CURRICULUM

Because some students learn at a more rapid pace than others, because some students come to school who speak a language other than English, and because some students require additional assistance to be successful in learning the North Carolina Standard Course of Study, accommodations are made which modify and/or adapt the curriculum to meet students' needs. Students who qualify for accommodations may have extended time to complete assignments or take tests or they may have the opportunity to work on assignments that have been compressed. The pace of the lessons may be slowed down or increased depending on students' needs.

STATE ASSESSMENTS GIVEN IN FIFTH GRADE

- **End-of-Grade Test (EOG)**
Components include:
Reading
Math – Calculator Active
Calculator Inactive

