

## **FIFTH GRADE**

The focus of teaching and learning in grade five emphasizes understanding concepts, making meaning, and increasing critical thinking. While students continue to absorb and store knowledge, they also learn how to find and organize many types of information as well as understand how pieces of information fit together in more complex ways. The past, the future, the natural world, the physical world, and the interweaving of human motivation and events strike fifth graders as absorbing and relevant. They are freshly aware of the larger world and of their heightened ability to make sense of it.

## **GENERAL EXPECTATIONS**

Grade five teachers have high expectations for our students. We ask them to use their minds fully, to solve problems, to ask pertinent questions, to become increasingly responsible, and to experience themselves as competent learners.

## **HOMEWORK**

Homework will be given four days a week and should, on average, require 40-50 minutes to complete each night. Additionally, reading for pleasure outside of class for at least 20 minutes an evening is also expected. At certain times of the year, projects will be assigned which may require additional homework time. Assignments will be recorded in the Student Assignment Book which students are required to take home each day. If a student asks for help, reasonable help may be given by the parent/guardian. If a great deal of help is routinely required, indicating that a child is not understanding what is expected, a call or note to the teacher is strongly recommended.

## **THOUGHT**

We expect students to become increasingly and measurably competent in their ability to articulate steps in a process or problem solution, and to think and write logically.

## **EFFORT and PERSEVERANCE**

Whether learning comes easily or with difficulty to students, achievement is won through effort and perseverance. For this reason we emphasize both and reward these in a variety of ways.

## **LEARNING STYLE**

The teacher is the diagnostician of each child's learning requirements. Although our job is to move the whole class through the curriculum toward the understanding of certain concepts and mastery of certain skills, we also respond to individuals' unique learning styles and developmental time lines.

## **ACCURACY**

Although "getting the right answer" is important, it is not always the most important thing. Equally important are: depth of thought, asking pertinent questions, being able to devise and

articulate a problem that needs to be solved, explaining the steps in a process, estimating reasonable responses to a problem, validating answers, and being willing to take risks.

## **PORTFOLIOS**

All Pine Hill children understand and use a portfolio system in which their work is saved to be sorted through regularly. As children look back through their own work, they are encouraged to reflect upon their progress, to articulate what makes one product “better” than another, and to set goals for themselves in future tasks. Through this model, children begin to experience ownership and take responsibility for the quality of their work.

## **COMMUNICATION WITH PARENTS/GUARDIANS**

Report cards are sent home twice a year. Conferences will be scheduled twice during the year. Teachers are also available whenever clarification is needed on an issue involving a child's education. While phone calls and email messages will be returned as soon as possible, parent/guardians are reminded that teaching duties and other responsibilities make instantaneous communication impossible. Newsletters from the classroom will be sent by email periodically throughout the year.

## **SOCIAL COMPETENCY CURRICULUM**

As one component of developing a supportive and nurturing classroom environment, Pine Hill School teachers present “Open Circle” lessons twice a week for fifteen minutes, throughout the school year. The Social Competency Curriculum, Open Circle was created by staff at The Stone Center, Wellesley College, is designed to develop and improve the interpersonal skills of children in order to further their social and academic growth. Research has shown that when children have strong social skills, they are able to develop better relationships and their learning is enhanced. The curriculum features three sections of lessons designed to accomplish the following: create a cooperative classroom environment, build self-esteem and positive relationships, and solve people problems. Our students are asked to apply the lessons they are learning, then reflect upon and share the effects of their new skills in subsequent Open Circle meetings.

## **ACADEMIC PROGRAM**

Our academic program closely follows the Massachusetts Frameworks, State standards. These guidelines promote thinking and communicating, gaining and applying knowledge, and working and contributing. Parents/guardians are encouraged to view the Massachusetts Frameworks online and acquaint themselves with the expectations for student learning and achievement.

## **LANGUAGE ARTS**

*The Language Arts curriculum is composed of reading, writing, spelling, and vocabulary.*

### **Reading**

Following the Common Core State Standards, students will be exposed to a variety of reading genres. Literature, the foundation of our reading program in grade five, can take readers

both into and beyond themselves, creating opportunities to identify with differences in age, life experience, gender, culture, and past and present time periods. The focus of the fifth-grade reading program is to guide students in developing a knowledge and understanding of the literary elements. This is vital in order for students to understand how literature works and become critical readers and writers.

The components of literature - theme, character, setting, author's style and tone, genre, plot, structure, point of view - as well as figurative language and literary terms, such as alliteration, simile, metaphor, personification, imagery and symbolism, all will be taught within the reading workshop. In reading workshop students will experience whole class minilessons, literature conversations, shared-reading discussions, guided reading instruction, and read aloud time. We provide a balance between shared class reading of texts, small group reading, and individual reading chosen to meet the needs and interests of individuals. The school library and librarian are an essential resource to us in our literature program. Guided reading techniques and strategies will continue to be a part of the fifth-grade teachers' repertoire. Guided reading, which is based on the work of Irene Fountas and Gay Su Pinnell, involves small group instruction for students who read the same text. The group is often homogeneous: students read at similar levels, demonstrate similar reading skills, and share similar instructional needs. In the small group, the teacher introduces a selected text. Explicit strategies are taught for processing a variety of fiction and nonfiction text. Teachers use a leveled collection of books within the guided reading lesson.

### **Writing**

The fifth grade writing program integrates the writing workshop model advocated by Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project and the Common Core State Standards.

Writing units of study will focus on different genres, including narrative, nonfiction, poetry, and fiction. Students will learn about the characteristics of each genre by reading and studying mentor texts. Through whole class mini lessons, small group instruction, and individual conferences, students will receive explicit instruction on essential writing strategies and skills.

### **Spelling**

Students are taught spelling patterns using the Words Their Way Spelling program. Words Their Way is a developmental spelling program which has students work with level-appropriate word sorts in order to improve their understanding of the written language. Word sorts are simply a set of words which fall into certain spelling, sound, or semantic categories. Students engage in hands-on opportunities and applications of words in an engaging format.

### **Vocabulary**

Vocabulary plays a critical role in comprehension and understanding in the language arts as well as in mathematics, science and social studies. In fifth grade the focus of vocabulary instruction is on helping students learn how to learn new words. A variety of techniques are used to ensure that students have repeated exposure to words and are presented with

numerous opportunities to make connections between words and concepts in the languages arts and other content areas. The Wordly Wise vocabulary program will continue to be used to enhance vocabulary development in fifth grade.

## **MATHEMATICS**

The fifth grade teachers will be using Everyday Mathematics, a program that recognizes and builds upon children's capabilities by expanding the range of mathematical experiences and ideas to teach the Common Core State Standards. That goal is achieved by integrating mathematics instruction into other curriculum areas. Everyday Mathematics takes into account and expands on children's mathematical understanding, information, and creativity.

The Everyday Mathematics program includes work in the following topics: Number Sense and Operations (communicating and using the structure of whole, decimal and fractional number systems; using computational algorithms, especially for multi-digit multiplication, long division, and addition and subtraction of fraction; and estimating and validating solutions); Pre-Algebra (representing and elaborating mathematical connections, patterns and functions in simple algebraic terms); Ratio and Proportion (part and whole, number and fractional relationships); Measurement (identifying attributes, instruments and units of measurement systems for the standard and metric systems); Problem Solving (developing and applying strategies to a wide variety of problems; and using problem-solving approaches to investigate and understand mathematical content); Estimation (finding the reasonableness of solutions to problems); Geometric and Spatial Sense (identifying, classifying and relating shapes to real world phenomena); and Making Sense of Data (predicting, modeling, collecting, organizing and making inferences from data).

Students will be regularly using an open response journal in which they record solutions to problems. Students explain their strategies and solutions using pictures, numbers, and/or words.

Students will be engaged in exploring, conjecturing, and thinking collaboratively with their peers in mathematics. We want them to read, write, and speak the language of mathematics and to become increasingly articulate in describing their own mathematical reasoning. Through our fifth grade work we want our students to develop the confidence, knowledge and techniques to approach and solve everyday problems mathematically.

## **SOCIAL STUDIES**

In grade five, students focus on the growth and development of our nation, from the early 1600's to the early 1800's. Topics include colonial times, the American Revolution, and U.S. government. Geography will be taught throughout the year in support of the historical topics, and will include understanding land and water features of North America, historical maps, latitude and longitude, and the relationship between natural resources and historical events. Students will be able to understand and define a variety of geographical terms by the end of the year.

Important understandings will include the role of history in interpreting the present, the understanding that nations commit to writing what they stand for, and a sense of government and its structure.

Through our study of government, students will learn that they are citizens and have civic responsibilities to respect the rights, beliefs, and opinions of others. In doing so, they will learn that there are multiple ways to help other citizens. Students will research and support a philanthropic organization to be put on display for our school community. Students will understand that each person has an impact on the world around them.

## **SCIENCE**

Our goal in science is to help students develop those attitudes essential to the scientific process: curiosity, creativity, assimilating new ideas, self-confidence as questioner and learner, and appropriate skepticism. We want them to discover and reflect about the patterns in the world around them, and to be able to conduct their own scientific inquiry.

**Weather:** Students will study the factors involved in determining weather in a particular place at a particular time. Students will move beyond their senses to gather information by using measuring devices such as the school's weather station and individual classroom instruments to gather quantitative data that they can record, examine, interpret, and about which they can communicate. By using well-designed instruments and computer-based technology, students can better explore physical phenomena in ways that support greater conceptual understanding.

**Technology and Engineering:** This unit will focus on the Engineering Design Process. Students will first be presented with problems to solve. They will employ each step of the design process throughout these projects. While creating and designing, they will discover how appropriate materials, tools and machines extend their ability to solve problems, and explore different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists. As students work on their projects they will also gain an understanding of the properties of water and matter and the differences between manmade and natural materials. Students will use inquiry strategies to make predictions, plan investigations to prove/disprove their predictions, and analyze and interpret data. Students will keep a journal to record and share the information they learn. They will record how the properties of water change based on, differences in temperature and pressure, and the influence of other environmental factors.

As they explore, students will be taught the necessary manipulative skills, such as measuring with a thermometer and meter/yardstick, using balances/spring scales, constructing and interpreting charts and graphs, and using scientific equipment such as microscopes. Computer-based technology will be used as appropriate.

**Content Review:** Over the course of the year students will revisit concepts presented in the K-4 science curriculum such as, the water cycle, the life cycle, properties of matter, electricity, motion, sound, and light from previous courses of study will be included in preparation for MCAS testing

## SPECIALIST PROGRAMS

### **TECHNOLOGY CURRICULUM**

Technology classes in the fifth grade are directly connected with classroom studies and are project-based. Students have the opportunity to work in-depth in a particular area of interest using technology. All classes may also sign up to use the lab or the wireless cart.

Some examples of software used in the fifth grade at Pine Hill School include:

- Microsoft Office
- Google Classroom
- Spreadsheets
- Adobe Photoshop Elements
- Tinkercad

Students will work on the following technology skills:

- Responsible use of technology
- Using the computer as an assessment tool
- Keyboarding and ergonomics
- Using content related software
- Collaborative projects
- Network and website navigation
- File and print management
- Effective research techniques
- Citing resources
- Use of peripherals
- Writing data and reading formulas in spreadsheets
- Computer science code

### **ART CURRICULUM**

In the fifth grade art program, students integrate techniques from previous art production to create their own unique style, while also being introduced to new methods and materials. Through sequential art experiences, students learn how to apply problem-solving skills, by observing, thinking, planning, executing, and revising solutions to artistic problems. Skills are acquired in the manipulation of materials.

The importance of art in our daily lives is emphasized. Students become familiar with and respond to works of art by the masters and are made aware of the cultural contributions of art to society.

The art curriculum is designed to align with the Massachusetts Arts Curriculum Frameworks and includes the following content strands: media material and techniques;

elements and principles of design; observation, abstraction, and invention; drafting, revising, and exhibiting; and critical response.

## **MUSIC CURRICULUM**

The overarching theme for the fifth grade level is “Musical Cultures”. The entire school year is dedicated to in-depth study of multicultural music and to understanding how culture is appreciated and understood through the lens of music. This knowledge is necessary not only because of the requirements within the national and state music standards which require focus on the music of other cultures, but also to round out the initial exposure presented in the earlier years of elementary school music. There are two units of study: Music of African Cultures and Music of Latin American Cultures.

In the first unit, students are provided an in-depth hands on learning experience in African Drumming. Through the World Music Drumming curriculum, students learn songs, patterns, games and dances from the African Culture. Skills learned include: singing and playing independent parts with rhythmic accuracy and demonstrating and responding to the beat.

In the second unit, the in-depth hands on learning experience continues, this time with a focus on the music and culture of Latin America. The World Music Drumming curriculum continues as well, and students are asked to compare and contrast their understanding of African rhythms and songs to those of another culture. Focus is placed on syncopation, which is a rhythmic foundation of many different Latin American musical styles.

In addition to musical skills learned throughout the year, the fifth grade drumming curriculum teaches listening skills, cooperation, communication, focus, small-group learning opportunities, composition, teamwork, and problem-solving skills. Throughout the school year, students are encouraged to interact with and understand their peers using a musical language, rather than a verbal one.

Every child is entitled to learn to sing to the best of their ability. The grade five chorus provides the opportunity for our students to develop their singing potential. In addition, participation in chorus helps students develop aesthetic expression and appreciation while experiencing the joy and satisfaction of performing well for themselves and others. The Pine Hill chorus is comprised of all the students in grade five.

The grade five instrumental program includes:

- Continued group lessons on traditional band instruments (after school, fee-based)
- Voluntary participation in the elementary band
- Voluntary participation in the elementary jazz band

## LIBRARY

The Pine Hill Library is open during school hours, and there are many resources available for students and Pine Hill Families to access 24/7 on the [Pine Hill Library website](#). You can find out which books are available in our library, which new books we have and you can learn about our exciting Birthday Book donation program.

One resource that has been created especially for Pine Hill students is [Pine Hill Libguides](#). This website contains enriching, student-friendly videos, web links, and photos that connect directly to our curriculum. You can even watch some informative student created projects!

The two major focus areas of the Pine Hill Library Program are Information and Media Literacy and Love of Reading.

Information and Media Literacy:

A student who is information and media literate:

- Engages in the information literacy process by accessing, evaluating and communicating informational text
- Uses a variety of skills and strategies to comprehend nonfiction and informational text
- Accesses and organizes information and media

Love of Reading:

A student who develops a love of reading:

- Has access to exciting and engaging literature in a comfortable and welcoming learning environment
- Reads for a variety of purposes and across content areas
- Independently reads books and texts each year

The teacher librarian works in collaboration with classroom teachers and the technology teacher to create opportunities for students to learn the skills needed to accomplish these goals. In addition to working collaboratively with students and teachers in the classroom, students attend a schedule library class. In these classes the teacher librarian continues teaching these focus skills and fostering a love of reading.

Students in grades K- 5 check out books from the library as needed and during their scheduled library classes. Parents may also check out books from the Pine Hill Library. Send an email to the teacher librarian at [ryanl@doversherborn.org](mailto:ryanl@doversherborn.org) to have an account created. Volunteers are always welcome as well!

## PHYSICAL EDUCATION

Students will, through a variety of opportunities, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills and will apply the concept of wellness to their lives. Students will participate in a variety of games and activities that will challenge them physically and will require them to problem solve both individually and with a team, group, or partner. Sportsmanship and teamwork will be taught, emphasized, and reinforced in all activities and games. It is the goal that PE will be enjoyable for students so that they develop a lifelong love and interest in living a healthy and active lifestyle.

### Physical Education Performance Standards Fifth Grade:

- Apply movement concepts including direction and balance
- Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
- Demonstrate a variety of manipulative skills in dynamic game situations.
- Understand basic offensive and defensive strategies of games.
- Understand their role on a team and how their level of effort, cooperation, and engagement affects the team.
- Demonstrate skills for participation in non-traditional or cooperative games and sports.
- Identify physical and psychological changes that result from participation in a variety of physical activities.
- Explain the benefits of physical fitness to good health and increased active lifestyle.
- Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).
- Demonstrate responsible personal and social conduct used in physical activity settings.
- Participate as a responsible citizen of a team or group and respect classmates in a variety of situations and formats .