

# CLAREMONT UNIFIED SCHOOL DISTRICT

## Curriculum Goals Fifth Grade

### Language Arts

The Language Arts Program is designed to develop students' reading, writing and oral language skills in order to prepare them to have productive and enriched life-long experiences. The program has a balance of phonics-based skills and literacy development. Students will be encouraged and challenged to develop new knowledge and in-depth understanding in all content areas as they improve their reading skills and progress through the grades. The district program is articulated from kindergarten through twelfth grade and follows the standards outlined by the State of California.

#### Standard 1: Reading Process

To progress toward the content standard in Reading Process, fifth grade students will:

**Demonstrate an understanding of how print is organized and read.**

To progress toward meeting the grade level standard, students will:

- Identify and use textual and graphic features such as diagrams, illustrations, charts, maps, photographs and captions.

**Demonstrate an understanding of word origins and word relationships.**

To progress toward meeting the grade level standard, students will:

- Use multiple meaning words appropriately.

**Read fictional and nonfictional materials for a variety of purposes, and respond in order to demonstrate understanding.**

To progress toward meeting the grade level standard, students will:

- Confirm or revise predictions using events and ideas presented in text.
- Recognize when a text is primarily intended to inform.
- Differentiate between fact and opinion
- Discuss the impact of author's word choice content.
- Identify common organizational structures such as comparison and contrast, and chronological order.
- Sequence information needed to carry out a procedure.
- Use context to determine the meaning of words with multiple meanings.

#### Standard 2: Literature: Interpreting, Critiquing, and Creating

To progress toward the content standard in Literature, fifth grade students will:

**Read a wide range of literature to build an understanding of common human experience.**

**Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.**

To progress toward meeting the grade level standard, students will:

- Identify common themes in self-selected and teacher selected, traditional and contemporary fictional literature from a variety of cultures.
- Recognize various forms of non-fictional literature.
- Recognize cultural attitudes and customs in literary selections and how they influence the characters within literary pieces.

**Apply a variety of strategies to make meaning from literature.**

To progress toward meeting the grade level standard, students will:

- Describe the function of simile, metaphor, hyperbole and alliteration.
- Identify the main problem or conflict of the plot and how it is solved.

- Understand how characters develop and change throughout story.
- Identify point of view in a literary piece.
- Identify the characteristics of different forms of poetry.

**Make connections between the literature and their experiences to further personal awareness.**

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/ experiential level.
- Select and dialog about favorite titles, authors and genres.
- Find an underlying theme or author's message in fictional or non-fictional works and relate them to prior experience.

### **Standard 3: Writing**

To progress toward the content standard in Writing, fifth grade students will:

**Write a unified and coherent paragraph.**

To progress toward the grade level standard, students will:

- Use legible cursive (manuscript) handwriting.
- Support the topic sentence with facts, details, and a conclusion.
- Use descriptive and comparative language.

**Use the techniques of the writing process.**

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Understand and apply rubrics to various forms of writing.
- Proofread writing using a dictionary and a thesaurus.

**Communicates thoughts and ideas to a specific audience and purpose using various forms of writing.**

To progress toward the grade level standard, students will:

- Write narratives, stories, and descriptive pieces.
- Write informational reports with title page, table of contents, and bibliography.
- Write simple editorials, advertisements, and articles.
- Write a biography and/or an autobiography.

### **Standard 4: Language Conventions**

To progress toward the content standard in English Grammar, fifth grade students will:

**Show evidence of standard English grammar, usage, and mechanics in their oral and written work.**

To progress toward meeting the grade level standard, students will:

- Use complex sentences.
- Use a variety of strategies to combine short, related sentences.
- Identify and use independent and dependent clauses, transitions and conjunctions to elaborate ideas.
- Use troublesome verbs (e.g., lie/lay, sit/set, rise/raise) appropriately.
- Use possessive pronouns correctly.
- Use a colon to introduce a list.
- Use quotation marks around names of poems, songs, short stories, etc.

**Use conventional spelling in their written work**

To progress toward meeting the grade level standard, students will:

- Spell frequently misspelled words correctly (e.g., their, they're, there).
- Spell grade appropriate words with blends, regular and irregular spelling patterns and affixes correctly.
- Use conventional spelling for high frequency words.

- Edit unfamiliar spelling independently, using a variety of resources.

## Standard 5: Speaking and Listening

To progress toward the content standard in Speaking and Listening, fifth grade students will:

### Use speaking and listening strategies to enhance learning.

To progress toward meeting the grade level standard, students will:

- Follow multi-step directions
- Recognize when it is appropriate to speak and when to listen
- Listen to main ideas and key words (first, second, before, and after)
- Ask questions for purposes of clarification and elaboration
- Summarize what has been heard
- Learn the skills for the roles of discussion leader, recorder, and active listener

### Use speaking strategies appropriate to audience and purpose.

To progress toward meeting the grade level standard, students will:

- Organize information for an oral presentation that includes introduction, body, and conclusion.
- Uses notecards where appropriate.
- Uses proper English grammar when speaking in class.

## Mathematics

The major purpose of the K-6 mathematics program is to develop students' abilities to apply mathematics involving problems in everyday living. Ideas, concepts and/or skills are introduced at different grade levels. After introduction, it is expected that some degree of competency will be developed within that level and continue in future levels to the point of mastery. These standards have been adapted for Claremont Unified School District from "Mathematics Content Standards for California Public Schools, 1999," California Department of Education.

During the school year fifth grade students will be working on the following concepts:

Focus Statement: By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to positive and negative numbers, fractions and decimals. They know and use common measuring units to determine length and area; they know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass in solving problems. They use grids, tables, graphs, and charts to record and analyze data.

### Number Sense

- 1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.
- 1.2 Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions; explain why they represent the same value; and compute a given percent of a whole number.
- 1.4 Determine the prime factors of all numbers through 50 and write numbers as the product of their prime factors using exponents to show multiples of a factor (e.g.,  $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ ).
- 1.5 Identify and represent positive and negative integers, decimals, fractions and mixed numbers on a number line.
- 2.1 Add, subtract, multiply and divide with decimals and negative numbers and verify the reasonableness of the results.
- 2.2 Are proficient with division, including division with positive decimals and long division with multiple digit divisors.
- 2.3 Solve simple problems including ones arising in concrete situations involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less) and express answers in the simplest form).

## **Number Sense (continued)**

- 2.4 Understand the concept of multiplication and division of fractions.
- 2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

## **Algebra and Functions**

- 1.1 Use information taken from a graph or equation to answer questions about a problem situation.
- 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
- 1.3 Know and use the distributive property in equations and expressions with variables.
- 1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.

## **Measurement and Geometry**

- 1.1 Derive and use the formula for the area of right triangles and of parallelograms by comparing with the area of rectangles (i.e., two of the same triangles make a rectangle with twice the area; a parallelogram is compared to a rectangle with the same area found by cutting and pasting a right triangle).
- 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (cubic centimeters<sup>3</sup>, cubic meter<sup>3</sup>, cubic inches<sup>3</sup>, cubic yard<sup>3</sup>) to compute the volume of rectangular solids.
- 2.1 Measure, identify and draw angles, perpendicular and parallel lines, rectangles and triangles, using appropriate tools (e.g., straight edge, ruler, compass, protractor and drawing software).
- 2.2 Know that the sum of the angles of any triangle is 180 and the sum of the angles of any quadrilateral is 360 and use this information to solve problems.
- 2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

## **Statistics, Data Analysis and Probability**

- 2.1 Know the concepts of mean, median, and mode, compute and compare them in simple examples and notice that they can differ.
- 2.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for different kinds of data sets.
- 2.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.
- 2.5 Know how to write ordered pairs correctly (e.g., {x,y}).

## **Mathematical Reasoning**

- 1.1 Analyze problems by identifying relationships, discriminating relevant from irrelevant information, sequencing and prioritizing and observing patterns.
- 1.2 Determine when and how to break a problem into simpler parts.
- 2.1 Use estimation to verify the reasonableness of calculated results.
- 2.2 Apply strategies and results from simpler problems to more complex problems.
- 2.3 Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning.
- 2.4 Express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work.
- 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- 2.6 Make precise calculations and check the validity of the results from the context of the problem.
- 3.1 evaluate the reasonableness of the solution in the context of the original situation.
- 3.2 Note method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems.
- 3.3 Develop generalizations of the results obtained and extend them to other circumstances.

## Science

The goal of the district's Science program is to assure that all students are scientifically literate. A scientifically-literate student is able to understand and use the scientific method as a problem-solving tool. He/She can use the knowledge gained in science to recognize cause and effect relationships and to further investigate solutions to personal, global, and ethical questions.

Science instruction in grades K–6 is based on the premise that the nature of science and the intellectual development of the student are closely related. The program builds on developing a student's natural curiosity about his/her surrounding environment. The instruction includes developmental and hands-on activities which emphasize both process skills and conceptual development of scientific knowledge. Instruction at all levels encourages the student to understand the link and interrelationship between the three science disciplines of Physical Science, Earth Science, and Life Science. Students study this interrelationship through the use of the following 3 unifying concepts:

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|-------------------------|---|
| <b>Physical Science</b> | Our physical world is governed by the properties and interactions of matter and energy.               |
| <b>Earth Science</b>    | The Earth, Solar System and Universe are a dynamic system undergoing continual change.                |
| <b>Life Science</b>     | All living things are diverse, interdependent, and constantly changing to adapt to their environment. |

During the school year fifth grade students will be working on all four strands covering topics such as:

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|-------------------------|--|
| <b>Life Science</b>     | Living things are unique in structure and behavior.  |
| <b>Earth Science</b>    | The changing Earth is part of the changing universe. |
| <b>Physical Science</b> | Matter changes based on its properties               |

## Social Studies

This course for grade five presents the story of the development of the nation, with emphasis on the period through the early 1800's. This course focuses on one of the most remarkable stories in history: the creation of a new nation, peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized. Wherever possible, events should be seen through the eyes of participants such as explorers, Indians, colonists, free blacks and slaves, children, or pioneers. The narrative for the year must reflect the experiences of different racial, religious, and ethnic groups.

### Sub-Topics of Instruction

- The Land and People Before Columbus
- Age of Exploration
- Settling the Colonies
  - The Virginia Settlement
  - Life in New England
  - The Middle Colonies
- Settling the Trans-Appalachian West
- Life in the Young Republic
- Linking Past to Present: The American People, Then and Now

## Health

Students in the fifth grade will participate in activities to develop understanding in the nine strands of the health curriculum. They will learn more about their immediate environment and how to apply their knowledge to every day living.

- **Personal Health**
  - Explain the importance of assuming responsibility for personal health habits
  - Describe body systems and their functions
- **Consumer and Community Health**
  - Distinguishes between those situations which require health services from those that do not
  - Distinguishes between and rejects health products, services, and information which may be useless or harmful
- **Injury Prevention and Safety**
  - Explain how certain substances impair mental and motor skills and increase the potential for accidents/injuries
  - Identify hazards found in the home, at school, and in the community
- **Individual Growth and Development**
  - List factors that influence growing and developing
  - Describe physical, mental, and social changes that can occur during adolescence
- **Tobacco, Alcohol, and Other Drugs**
  - Identify reasons why some people use alcohol, tobacco, and other drugs
  - Develop strategies for managing stress which do not involved the use of alcohol, tobacco, and other drugs
- **Nutrition**
  - Describe practices which may cause food borne illness
  - Practice food handling and storage procedures to maintain safety and nutrient value
- **Communicable and chronic Diseases**
  - Explain how some positive health practices can result in avoiding, delaying, or minimizing disease or disabilities
  - Describe how body systems function to defend against disease
- **Family Living**
  - Describe how attitudes and values influence the quality of family life
  - Explain impact of the behavior of individual family members and how the behavior affects other family members
- **Environmental Health**
  - Demonstrate ways of protecting self and others from exposure to potentially harmful environmental conditions
  - Identify ways to prevent pollution in the home, school, and community

## Physical Education

Physical Education is provided for students in grades one through six for a total period of time of not less than 200 minutes each ten school days. During the school year students will:

- Observe, experience, and appreciate a wide variety of physical activities
- Use available school and community resources to promote lifelong participation in physical activity
- Practice safety during a physical activity
- Relate physical activity to everyday life and career
- Develop and maintain a high level of physical fitness
- Awareness of body/space relationships
- Develop appropriate social behaviors during planned physical activity
- Develop and maintain a positive self-image through planned physical activities
- Improve personal performance of movement activities

In addition, students in grades five, seven, and ten are given a state mandated physical and health related fitness test in the spring of each year. Students are tested in the following areas:

- **Body composition and structure function**
  - height and weight measurement
- **Cardiorespiratory function**
  - 1 mile run/walk for grade five
  - 1.5 mile run/walk for grades seven and ten
  - wheelchair push for students with special needs

- Musculo–skeletal function
  - pull-up/flexed-arm hang
  - sit and reach test
  - modified sit-up test
  - grip strength for students with special needs
- Neuromuscular function
  - shuttle run test
  - wheelchair shuttle push for students with special needs
- Cognitive test
  - separate test for grades five, seven, and ten