

2017 - 2018

Curriculum In A Nutshell



Excellence Without Exception

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What Your Child Will Learn In

Grade
5

Dear Families,

It is a pleasure to share our 2017-2018 *Curriculum in A Nutshell*, a brief overview of all areas of the Kindergarten through Grade 5 West Hartford Curriculum. This edition outlines the curriculum for your child's respective grade in school. Using basic skills and experiences as building blocks, the West Hartford Curriculum identifies what children learn at each grade level and represents a balanced and comprehensive program of all academic areas. Our curriculum is based on the Connecticut Core Standards and provides instruction on the essential literacy and mathematics skills and understandings necessary for success on both district and state assessments. The West Hartford curriculum also includes an integration of the visual and performing arts, science, social studies, physical education, world language (grades 3-5) and library media services.



This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth. If you should have any questions about your child's curriculum, your classroom teacher is the best source of information.

No single document can fully explain the rich and complex nature of the school curriculum and instructional goals. We know that learning is optimized in a partnership with families, teachers, and schools. Working together, we can use your experiences as a family and our work in the classroom to create a respectful climate of academic success and joy for lifelong learning.

Sincerely,

Paul W. Vicinus, Jr.

Assistant Superintendent for Curriculum, Instruction and Assessment

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Curriculum In A Nutshell

What Your Child
Will Learn In

Grade 5

Language Arts

This year your child will be working to develop his or her understanding and mastery of Grade 5 Connecticut Core Standards in English-Language Arts. These standards integrate all aspects of Language Arts development and are categorized under Reading, Writing, Speaking & Listening, and Language. Your child's teacher will use a wide variety of instructional strategies and formats to help your child learn these standards by the end of the school year.

Reading

- **Apply Phonics and Word Recognition Skills**

Know and apply grade level phonics and word analysis skills in decoding words.

Use knowledge of letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words.

- **Read with Fluency**

Read on level text with appropriate accuracy and fluency to support comprehension

- **Identify Key Ideas and Details**

Quote accurately from a text when drawing inferences and explaining what the text says explicitly.

Determine a theme from details in the text including how characters respond to challenges or how the speaker in a poem reflects upon a topic.

Compare and contrast how characters interact drawing on specific details.

Determine two or more main ideas of a text and supporting key details; summarize the text.

Based on specific information in a text, explain the relationships or interactions between individual, events, etc.

- **Understanding the Structure of Text**

Determine words/phrases used in a text including figurative language (e.g., metaphors, similes).

Explain how chapters, scenes or stanza fit together to provide structure of a story, drama or poem.

Describe how the narrator's or speaker's point of view influences how events are described.

Determine the meaning of general academic and domain-specific words or phrases in a text.

Compare and contrast the overall structure of events, ideas, information in texts.

Analyze multiple accounts of the same event noting similarities and differences in the point of view they represent.

- **Integrate Knowledge and Ideas Within and Across Texts**

Analyze how visual and multimedia elements contribute to the meaning or tone of a text.

Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Draw on information from multiple print or digital sources

to locate an answer or solve a problem quickly and efficiently.

Explain how an author uses evidence to support particular points in a text.

Integrate information from several texts on the same topic and write or speak about the subject knowledgeably.

- **Read and Comprehend a Range of Texts with Appropriate Grade Level Complexity**

Independently and proficiently comprehend a variety of texts at the grade 4 – 5 complexity range.

Language

- **Demonstrate Command of Conventions of Standard English**

Appropriately use conjunctions, verb tenses, and correlative conjunctions (e.g., either/or, neither/nor).

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- **Use Knowledge of Language**

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- **Understand and Use Grade Appropriate Vocabulary**

Determine and clarify the meaning of unknown and multiple-meaning words and phrases using a variety of strategies.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (e.g., similes, idioms, proverbs).

Use general academic and domain-specific words/phrases that signal contrast and other logical relationships (e.g., similarly, nevertheless).

Speaking And Listening

- **Participate In Collaborative Conversations with Understanding**

Come to discussions prepared and explicitly draw on information known about the topic under discussion.

Follow agreed upon rules and contribute to the discussion.

Review key ideas and draw conclusions based on information and knowledge shared.

Summarize a written text read aloud or information presented in diverse media and formats.

Summarize the points a speaker makes and explain how the reasons and evidence are supported.

- **Present Knowledge and Ideas Clearly**

Report on a topic or present an opinion with logical sequence and descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Include multimedia components and visual displays when appropriate.

Adapt speech to a variety of contexts and tasks.

Writing

Teachers use the Writers' Workshop model to plan the following narrative, information, and opinion writing units:

Narrative: Narrative Craft

Information: The Lens of History

Opinion: The Research-Based Argument

Each writing block includes a short mini-lesson focusing on the writing process, writing conventions, and/or craft. Students then work on assigned or self-selected writing pieces as teachers confer with students either individually or in small groups. The workshop lesson closes with sharing time during which students celebrate and reflect on their writing and the writing process.

Handwriting

- Review and practice Zaner-Bloser cursive alphabet.

Keyboarding

The fifth grade *Keyboarding Without Tears* program develops the accuracy and speed necessary to handle the demands of schoolwork and testing in higher grades. Formatting and typing skills are reinforced with engaging and changing themes: Start the Music, Super Words, People Power, and Water, Water! Spot Checks within the program are used to gauge student understanding of specific skills. Each Spot Check measures speed and accuracy. The end of Grade 5 keyboarding benchmark expectation is 20 words per minute (wpm) with 90% accuracy. Proper technique and posture are emphasized at all grade levels.

All students in Grades 2-5 have access to the *Keyboarding Without Tears* (KWT) program for keyboarding practice at home and school. Information on home access will be provided by your child's classroom teacher and school Library-Media Specialist during the first month of school.





Mathematics

Our mathematics curriculum is based on the Connecticut Core Standards for Mathematics (CCSS-M) that define what students should understand and be able to do by the end of the year at each grade level. The Connecticut Core Standards for Mathematics have two key components:

- (1) **Standards for Mathematical Practice** – eight practices in which students engage at all grade levels
- (2) **Standards for Mathematical Content** - conceptual understandings and procedural knowledge and skills

The Content Standards at each grade level are grouped into domains (e.g., Geometry) and clusters within each domain.

Our instructional focus in Grade 5 is on three critical areas: (1) developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions, and of division of fractions with unit fractions and whole numbers (2) extending division to two-digit divisors, developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; (3) developing understanding of volume. To provide you with an understanding of your child’s mathematics learning, we have highlighted the domains and clusters of standards for Grade 5 below. A detailed description of the Connecticut Core Standards for Mathematics is available at <http://www.corestandards.org/>.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Key Fluencies

- Multiply multi-digit whole numbers using the standard algorithm.

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations – Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.



Social Studies

The Social Studies curriculum was developed with guidance from the Connecticut Social Studies Framework passed by the State Board of Education in February 2015. This Connecticut framework provides a foundation for teaching history, civics and government, geography, and economics in all grade levels. A summary of the Civics and Geography skills studied in Grade 5 are below:

Civics

- Determine the purpose for rules and laws.
- Understand the foundations of government and the difference between state, local, and national government.
- Religion: Discussion of how religion shaped the development of the 13 original colonies.

Geography

- Explore maps and their purpose.
- Identify where one lives and locate important places on current and historical maps.
- Use maps to identify important information using symbols, legends, and keys.
- Give and follow directions.
- Create a variety of maps.

In addition, as part of the English/Language Arts and Writing units fifth grade students will participate in a study of exploration in which they consider the impact of early explorers on shaping the development of the New World. Students also study the 13 original colonies to identify in what ways, and for whom, America was a land of opportunity during the colonial period. Students determine the similarities and differences among the early American colonies through the study of a variety of primary and secondary sources and electronic media.

World Language

Aiken, Braeburn, Bugbee, Charter Oak, Duffy, Morley, Smith, Webster Hill, Whiting Lane and Wolcott-Spanish; Norfeldt - French

- Learn to communicate in French or Spanish through oral expression.
- Learn the correct pronunciation of specific French or Spanish vocabulary.
- Develop listening comprehension skills in French or Spanish.
- Learn the nuances of verbal/nonverbal communication in French or Spanish.
- Develop cultural awareness and cultural knowledge.

A theme related to travel focuses on transportation, airports, hotels, time, directions and currency.

The cultural focus centers on regional France and South American countries.

Science

Life Science

Structure and Function of Human Senses

- Perceive information that is critical to the survival of organisms in the environment and respond to that information.
- Understand that sense organs perceive stimuli from the environment and send signals to the brain through the nervous system.

Physical Science

Energy Transfer and Transformations

- Recognize that electrical and magnetic energy can be transferred and transformed.
- Understand that electricity in circuits can be transformed into light, heat, sound and magnetic effects.

Earth Science

Earth in the Solar System

- Understand that most objects in the solar system are in regular and predictable motion.
- Realize that the movement of the earth and moon relative to the sun explains the cycles of day and night and the monthly moon phases.

Science and Technology in Society

- Understand that humans have the capacity to build and use tools to advance the quality of their lives.
- Explain how advances in technology allow us to acquire new information about our world.

Scientific Inquiry

- Demonstrate a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena.
- Participate in speaking, listening, presenting, interpreting, reading and writing about science.
- Understand that mathematics provides useful tools for the description, analysis and presentation of scientific data and ideas.





Visual Arts

The Visual Arts Department promotes artistic development, fosters development of visual literacy, critical thinking skills, intellectual risk-taking and lifelong learning. The curriculum is grounded in the (1994) National Standards. The curriculum is currently being revised using the National Core Arts Standards DRAFT (2015) (NCAS) as a guide. The program strives to address the four components of Art Education in the following ways (suggested concepts to be addressed appear in *italics*):

Art History/Culture

Understand visual art in history and culture through studying artists such as:

- Andy Warhol (*Pop Art*)
- Pablo Picasso (*Cubism/Abstraction*)
- Salvador Dali (*Surrealism*)
- Additional cultures, artists and art forms

Art Production

Produce visual expressions; design and communicate through art:

- Drawing: further develop techniques; pay greater attention to detail and drawing fluency.
- Painting: refine approach to two-dimensional challenges through transparent and opaque painting media.
- Three-Dimensional Forms: further explore creative challenges in three-dimensional form.
- Experience a greater variety of media (possibly print making, collage, fiber art and mixed media).

Art Criticism

- Perceive and respond to qualities of visual art such as artist's intent and implied feelings or mood.
- Further knowledge and application of the elements and principles of design, visual literacy skills and vocabulary.

Aesthetics

- Make informed opinions about visual art and is able to support the basis for those opinions.
- Use visual arts vocabulary to make judgments about works of art.

Physical Education

The Elementary Physical Education department strives to create physically literate students. At the elementary level, we ensure that students are exposed to foundational skills that they will build upon throughout their Physical Education experience in West Hartford Public Schools. Our curriculum is aligned to SHAPE AMERICA's National Standards and the State of Connecticut's Healthy and Balanced Living Framework. Concepts that students will be engaged in are:

- Perform more complex combinations of locomotor, non-locomotor, and manipulative skills, including specific sport skills and educational gymnastic routines.
- Apply movement concepts (e.g., space, force, acceleration) to a variety of activities and games.
- Perform more complex rhythmic patterns involving creative or cultural dance movement.
- Participate in a variety of activities to improve their health-related fitness.
- Participate in games and activities and solve tasks that require creative or critical thinking.
- Participate in competitive and cooperative activities that require effective interpersonal communication, individual skills, and teamwork to achieve success.

Music

Vocal Music

Singing is the foundation of all music skills in the elementary vocal music curriculum. Music skills are sequentially taught and divided into five content areas: melody, rhythm, reading and writing, part work and form, using grade appropriate songs, singing games and rounds.

Instrumental Music

The instrumental music program provides intensive instruction to develop music skills and is a natural extension of the classroom music curriculum. Students in grades four and five have the opportunity to study a band or orchestra instrument. Small group lessons occur during the school day. Large ensembles rehearse weekly before school.

Singing

- Sing songs independently; in tune, accurately, including partner songs and rounds.
- Sing expressively, with the appropriate dynamics, phrasing and interpretation.

Instrumental Music

- Play songs independently; in tune, accurately, including partner songs and rounds.
- Play expressively, with the appropriate dynamics, phrasing and interpretation.

Reading/Notating

- Read and write simple rhythmic and melodic patterns; e.g., dotted quarter and eighth; pentachordal melodies.
- Identify symbols, traditional terms and standard music notation.
- Identify simple form, e.g., theme and variations.

Listening/Evaluating

- Listen to and recognize basic form, styles, meter and tonality.
- Use terminology in describing and analyzing music, e.g., theme and variations.
- Devise criteria to evaluate music performance, e.g., ensemble, intonation, balance and blend.

Understanding Culture/History

- Identify ways in which other disciplines are interrelated with music.
- Sing songs and play games that explore cultural diversity.
- Put music into a cultural and historical context.



Library Media Services

The library media program in the elementary school provides the foundation skills for students to become critical users of information, and readers for lifelong learning. *Standards for the 21st-Century Learner* published by the American Association of School Librarians provides the framework for instruction. By the end of grade 5 students will:

Standard 1—Inquire, think critically, and gain knowledge.

- Find, evaluate, and select appropriate sources to answer questions.
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias.
- Demonstrate mastery of technology tools to access information and pursue inquiry.

Standard 2—Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- Use technology and other information tools to analyze and organize information.
- Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Standard 3—Share knowledge and participate ethically and productively as members of our democratic society.

- Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- Use information and technology ethically and responsibly.
- Contribute to the exchange of ideas within and beyond the learning community.

Standard 4—Pursue personal and aesthetic growth.

- Respond to literature and creative expressions of ideas in various formats and genres.
- Show an appreciation for literature by electing to read for pleasure and expressing interest in various literary genres.

Health

- Describe physical, social and emotional changes that occur during puberty.
- Identify cognitive, emotional and physical effects of alcohol, drug use or misuse. Practice refusal skills to ensure healthy lifestyles.
- Work cooperatively to develop positive attitudes, problem solving and coping skills while respecting the differences, similarities and the rights of others.
- Make healthy eating choices, particularly at breakfast.
- Analyze techniques the media uses to influence our choices.
- Practice effective communication skill, including how to start conversations, ways to use assertive strategies when necessary, and how to use etiquette when on the Internet.
- Practice using problem-solving strategies in social situations, such as dealing with gossip; resisting impulses to cheat, steal or lie; or dealing with peer pressure.
- Demonstrate calming -down techniques and anger management strategies in a variety of situations, including resisting revenge and dealing with consequences.
- Identify ways to access help or support when needed from trusted adults, including when on the Internet.
- Explain what to do if cyberbullying occurs.

West Hartford Community Relations police officers assist in teaching some of these objectives.

