

2015 - 2016

# Curriculum In A Nutshell



*Excellence Without Exception*

**PRINCIPALS**

James Quinn, Mary Louise Aiken School

Steve Woznicki, Braeburn School

Noam Sturm, Lloyd H. Bugbee School

Juan Melián, Charter Oak International Academy

Kristi Laverty, Louise Duffy School

Ryan Cleary, Edward Morley School

Jen Derick, Eric G. Norfeldt School

Teresa Giolito, Florence E. Smith STEM School

Jeffrey Wallowitz, Webster Hill School

Karen Kukish, Whiting Lane School

Jasdeep Singh, Henry A. Wolcott School



50 South Main Street, West Hartford, CT 06107

(860) 561-6631

[www.whps.org](http://www.whps.org)

*What Your Child Will Learn In*

**Grade  
5**

Dear Families,

It is a pleasure to share our 2015 - 2016 *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 skills and understandings necessary for success on both district and state assessments. The Connecticut Core Standards in literacy and math have been introduced in all grades K-5. The West Hartford curriculum also includes an integration of the visual and performing arts, 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,

Nancy M. DePalma, Ed.D.

Assistant Superintendent for Curriculum, Instruction and Assessment

**BOARD OF EDUCATION**

Mark Overmyer-Velazquez, Chairperson

Tammy Exum

Cheryl Greenberg

Bruce Putterman

Jay Sarzen

Terry Schmitt

Mark Zydanowicz

**ADMINISTRATION**

Tom Moore, Superintendent

Andrew Morrow, Assistant Superintendent for Administration

Nancy M. DePalma, Assistant Superintendent for Curriculum, Instruction & Assessment

Richard Ledwith, Executive Director of Human Resources

Kerry Jones, Director of Elementary Education

Paul W. Vicinus, Jr., Director of Secondary Education

Glenn McGrath, Director of Pupil Services



### 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.

#### Writing

##### • Write a Variety of Texts for Various Purposes

Write opinion pieces that introduce a topic, state an opinion, create an organizational structure, provide

reasons supported by facts and provide a conclusion related to the opinion presented.

Write informative/explanatory texts that develop a topic using precise language and vocabulary and provide a conclusion related to the information presented.

Write narratives by establishing a situation, introducing characters, organizing the event sequence, using narrative techniques and providing a conclusion that follows from the narrated events.

##### • Produce and Publish Clear and Coherent Writing

Plan, revise, edit or rewrite and use a variety of digital resources to publish writing with some guidance/support from peers and adults; demonstrate sufficient command of keyboarding skills.

##### • Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge.

Recall or gather relevant information from experiences or print/digital resources; summarize information in notes and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection and research.

##### • Range of Writing

Write routinely over extended or shorter time frames for a range of discipline-specific tasks, purposes and audiences.

#### 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.

#### 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).

In Grade 5, we have begun to integrate our social studies and Language Arts curriculum, aligned with the Connecticut Core Standards and the Connecticut Social Studies Curriculum Framework. Given this alignment of standards (e.g., understanding of primary and secondary sources), your child will engage in many literacy experiences related to social studies topics. For example, Grade 5 students research the colony of Connecticut and a second colony of their choice and share/discuss with several classmates about other colonies and topics. The students use all of the information they gather to write an opinion piece supported by this evidence. The content knowledge your child learns through these reading and research experiences will be assessed as part of social studies. Language arts-related standards will be assessed through language arts indicators (e.g., "Integrates Knowledge and Ideas Within and Across Texts").

##### Government and Civics

• Develop and understand decision-making, problem-solving, listening/speaking, personal and group interaction skills.

• Describe our national government's purpose, structure, and functions.

• Explain how citizens demonstrate their rights and responsibilities.

• Identify and explain different points of view about a historical event and analyze why people might have different points of view, using personal experiences and evidence from texts.

• Participate in informed, collaborative conversations about social studies topics and texts, expressing own ideas clearly and building on others' ideas.

##### Geography

• Use maps, charts, tables and graphs to develop an understanding of natural and cultural features in the world.

• Compare & contrast settlement patterns in the early American colonies and identify the geographical features influencing settlement.

##### History

• Compare and contrast similarities and differences among the early American colonies.

• Explain the causes and effects of the Revolutionary War and compare the perspectives of England and the colonies.

• Explain the events that led to ratification of the Constitution and describe the three major branches of government and the Bill of Rights.

• Access, gather, and interpret information from a variety of primary and secondary sources including electronic media.

• Create various forms of written and visual work to demonstrate an understanding of history and social issues.

• Present information gathered on a topic with clarity, voice, and fluency and respond to questions.

##### Recognition of Religious Holidays

• Ramadan, Id Al-Fitr, Id Al-Adha (Muslim)

#### 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.

#### Handwriting

- Review and practice Zaner-Bloser cursive alphabet.





## 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.



## 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.



## Library Media Services

The library media program in the elementary school provides the foundation for information and technology literacy skills and supports reading for lifelong learning. By the end of grade 5 students will:

- Identify what they need to do and find out to complete a task or assignment.
- Use the research process to solve problems and make decisions.
- Select and narrow or broaden search terms.
- Brainstorm a list of the possible information sources.
- Evaluate the relevancy and reliability of information sources.
- Use the navigational features of sources (e.g., indexes, table of contents, menus, site maps) to locate information.
- Take notes in their own words after reading, viewing, or listening to information sources.
- Cite information sources using the appropriate format.
- Create a product using appropriate information and technology that communicates ideas to others.
- Evaluate the final product by identifying what went well and what to improve in the future.
- Engage in a variety of literature experiences to make connections with text and images (e.g., illustrations, photographs, charts, maps, diagrams).
- Use a variety of strategies to select “just right” books.
- Demonstrate responsible use of library materials.

### 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 National Standards. 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.



### 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.

### Physical Education

- 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.

### Keyboarding

Students in grades 3-5 build on the keyboarding exploration skills developed in primary grades:

- Grade 3—Learn the home row and standard fingering
- Grade 4—Use the home row and standard fingering
- Grade 5—improve accuracy and technique

Proper technique and posture are emphasized at all grade levels.

Students in grades 2-5 are assessed in the fall and spring using a brief on-line keyboarding test to determine words per minute and accuracy.

Grade	Speed and Accuracy
Grade 2 (spring baseline only)	5 wpm @ 90% accuracy
Grade 3	10 wpm @ 90% accuracy
Grade 4	15 wpm @ 90% accuracy
Grade 5	20 wpm @ 90% accuracy

Students who meet or exceed these benchmarks will not require formal instruction but will continue to refine their skills through technology-integrated units as well as writing and performance tasks. An intervention model approach will be used for students in Grades 3-5 who do not meet the benchmark at their grade level. The level of intervention will vary depending on student needs.

All students in Grades 3-5 will have access to a district-wide, web-based typing program available for keyboarding practice at home and school. You can obtain information regarding home access from your building curriculum specialist.



### 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 netiquette 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.