

NEW PROVIDENCE SCHOOL DISTRICT PROGRAM OF STUDIES ~ FIFTH-GRADE

INTEGRATED LANGUAGE ARTS

The fifth-grade language arts program follows a balanced literacy framework that aligns with the New Jersey Student Learning Standards and assessments. It contains all of the components necessary to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop. Writing and reading are integrated in the fifth-grade program.

Word work focuses on word spelling and meaning. Through direct instruction and hands-on sorting activities, students learn about spelling patterns and the way words work.

Reader's Workshop is based on reading research and develops essential reading skills, while fostering a love of reading. At the intermediate level, students read and learn about a variety of genres, including full-length trade books and nonfiction texts. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group instruction, book clubs, partnerships, research, and independent reading. Attention is given to each student's level of reading development while guiding him/her along the pathway to grow as a strategic reader.

Writer's Workshop is similar to Reader's Workshop in many ways. This instructional model includes the following:

- Teacher modeling of his/her thought process to demonstrate the writing process
- Use of mentor text to illustrate particular elements of writing
- Regular and sustained periods of time for writing
- Student choice and responsibility in using strategies needed to become independent, lifelong writers
- Student opportunity to reflect upon writing and to discuss their growth with others
- Practical application of grammar rules

MATHEMATICS

The mathematics program in fifth-grade is designed to actively engage students in a variety of activities and explorations that foster and develop fluency with addition and subtraction of fractions, develop understanding of the multiplication and division of fractions, extend division to 2-digit divisors using decimal notation, and develop an understanding of volume. In fifth-grade, instructional time focuses on the following areas:

Develop an understanding of fractions

- ✓ Students develop fluency in calculating sums and differences of fractions with unlike denominators and make reasonable estimates of them. Using the meaning of fractions, multiplication, and division, students explain why procedures for multiplying and dividing fractions make sense.

Extend number and operation concepts

- ✓ Students use the meaning of base-ten numerals and properties of operations to develop understanding of why division procedures work. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. Work is extended to decimal notation,

addition and subtraction to hundredths, and making reasonable estimates. Students link relationships between decimals and fractions and between finite decimals and whole numbers in order to understand and explain why procedures for multiplying and dividing decimals make sense. Products and quotients involving decimals to hundredths are done efficiently and accurately.

Develop an understanding of volume

- ✓ Volume is recognized as an attribute of three-dimensional space. Students understand that volume can be measured by finding the total number of same-size cubic units required to fill the space without gaps or overlaps. They select appropriate units, strategies, and tools for solving problems involving volume and their estimates. Students measure the necessary attributes of shapes in order to determine the volume in real-world situations.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher order thinking skills as well as the integration of global perspectives and financial literacy.

The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics.

LIFE LITERACIES AND KEY SKILLS

The K-6 instructional program provides an important foundation for elementary students in life literacies and key skills, including: Creativity and Innovation, Critical Thinking and Problem Solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, and Technology Literacy

The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full-time technology coordinator. The role of the technology coordinator is to provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students at each grade-level engage in curriculum-related activities designed by their classroom teacher, technology coordinator, and/or library media specialist that are enhanced through the use of technology. Students are encouraged to use technology for personalized learning, problem-solving activities, transfer of knowledge, collaboration and to communicate their understandings effectively. As students move through the elementary grade-levels, they are also encouraged to use the Internet responsibly as a tool for basic research.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation
 - Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
 - Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
- Critical Thinking and Problem-solving
 - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- Digital Citizenship
 - Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
 - Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
 - Digital identities must be managed in order to create a positive digital footprint.
 - Digital tools have positively and negatively changed the way people interact socially.
 - Digital engagement can improve the planning and delivery of climate change actions.
- Global and Cultural Awareness
 - Culture and geography can shape an individual's experiences and perspectives.
- Information and Media Literacy
 - Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
 - Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
 - Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
 - Specific situations require the use of relevant sources of information.
- Technology Literacy
 - Different digital tools have different purposes.
 - Collaborating digitally as a team can often develop a better artifact than an individual working alone.

SCIENCE

The fifth-grade science program uses the Full Option Science System (FOSS) Next Generation. Students explore standards-based, inquiry centered units in life, physical, and earth science. FOSS Next Generation puts the Next Generation Science Standards into practice by integrating all three dimensions, including the disciplinary core ideas, the science and engineering practices, and the crosscutting concepts, into the science classroom in order to engage students in experiences that lead to deeper understanding of the natural and designed world.

Fifth-grade students formulate answers to questions such as: "When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?" Students describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants,

animals, decomposers, and the environment and that energy in animals' food was once energy from the sun. Students develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. In the fifth-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understandings.

The fifth-grade science curriculum is aligned with the New Jersey Student Learning Standards for Science (NJSLS-S).

STEM

Fifth-grade students will collaborate on a number of authentic engineering, coding, and design challenges that emphasize innovation, critical thinking, problem-solving, and teamwork. They will define a simple design problem and identify the possible criteria and constraints. Students will then generate and compare multiple possible solutions to the problem based on how well each is likely to meet these criteria and constraints and create detailed blueprints of their design.. They will then look to improve their designs by conducting controlled tests to identify aspects of their model or prototype that can be improved.

SOCIAL STUDIES

The grade 5 Social Studies course will focus on the emergence of man and the move toward settled communities. The rise of the hominids, the Paleolithic and Neolithic Eras, as well as various river valley cultures, will be among the topics covered. Students will focus on the many themes of social studies including geography, anthropology, sociology, archeology, and history. The students will pay particular attention to the connections between this critical era and the modern age.

The Social Studies curriculum is aligned with the New Jersey Student Learning Standards for Social Studies.

FLES

Foreign Language in the Elementary Schools (FLES) is a Spanish language and culture instructional program in grades 1-6. Students are given one session per week of instruction in the basics of Spanish language and cultural traditions of the world. The students build upon previous vocabulary and are introduced to new themes related to family, personal identity, pastimes, time and weather, and personal fashion.

ART

In Kindergarten through sixth grade, students experience an ongoing and systematic art program. Using the elements of art and principles of design as a guide, students explore a wide range of materials and artistic methods. Performance tasks allow students to produce visual expressions with which to communicate their ideas, their culture, and their environment, both real and imagined. Through creation, reflection and analysis, children learn to value art as a cultural institution and as a means of personal expression.

The art curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, presenting, responding and connecting,) as indicated in the National Core Art Standards, encourages all students to develop personal artistic capabilities to their greatest potential.

In fifth-grade, children meet with an art specialist once a week. The fifth-grade Art Class provides a variety of artistic activities in various media designed to help students master concepts and skills while creating age-appropriate artwork. As individual artistic skills grow, students will be increasingly encouraged to be more self-directed in creative decisions. Students may be required to maintain a sketchbook or basic portfolio.

LIBRARY AND INFORMATION SKILLS

Fifth and sixth-grade students continue to receive library information skills instruction from the library media specialist and the classroom teachers. They visit the library media center to do research reports and projects throughout the year. In addition to reinforcing basic research skills, students now learn to extract bibliographical information from a variety of resources and apply it to MLA citation formats. Students recognize the difference between fact and opinion in print, non-print, and computer database resources. They refine their research skills by note taking, organizing, analyzing, evaluating, and synthesizing information to create a product that demonstrates original thought and the ability to communicate ideas. An emphasis is placed on learning that not all information sources are unbiased and reliable, especially on the internet.

Students are encouraged to visit their school and public libraries frequently not only for school-related projects but also for their personal reading pleasure.

As students start to use more online resources, they learn how to evaluate websites for authority and accountability. Students begin to move closer to becoming independent and self-directed learners.

MUSIC

The K-6 music curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, performing, responding and connecting,) encourages all students to develop personal musical capabilities to their greatest potential.

In fifth-grade, children continue to refine the singing voice, proper singing posture and breathing, and skills in singing two- and three-part harmony. In Chorus, students increase their music reading skills by analyzing and singing from various choral octaves throughout the year and by using a system for sight-singing. Choral literature includes art music, folk song arrangements, songs in foreign languages, songs from the theatre, and music in pop and jazz styles. In December and May, all fifth-graders demonstrate their choral music growth, stage presence, and audience etiquette during evening concerts held in the New Providence High School auditorium.

The Music Class provides a variety of musical activities designed to help each student master concepts and skills. Children perform vocal/instrumental ensembles, improvise and create original compositions using various percussion instruments. They gain a greater sense of rhythm and musical expression through moving and dancing to music. They develop critical and creative

listening skills by listening to and analyzing selections representing numerous composers, styles, and historical eras. Students also increase their knowledge of music notation through score study. A firm understanding of musical concepts will allow each child to fully enjoy this highly expressive art form.

Fifth-grade students are given the opportunity to continue their study of Band or Orchestral instruments. The students attend a forty-minute lesson once per week during which they increase music reading skills, refine tone quality, and further develop playing technique. These lessons are pull-outs, but are rotated in order to avoid missing the same academic period in consecutive weeks. Students also play in one or two band/orchestra rehearsals per week, held before the beginning of the school day. More advanced players may be eligible to participate in select ensembles inside and outside of school.

District Philosophy - Repertoire Selection for Concerts

Each teacher enters into the selection process of ensemble literature with the mindset of selecting repertoire based on the quality of composition, aesthetic and educational value, and overall effectiveness with regard to the music education of the students in the ensemble. If the selection is deemed “good music,” it inherently has validity and educational merit. In selecting literature, teachers endeavor to find music that expands each student’s musical experiences.

In addition to being a catalyst for the development of musical skills and concepts, repertoire should expand each student’s cultural awareness. This repertoire, and accompanying texts (in the case of vocal music), may or may not be associated with holidays - religious or otherwise. Because tradition and culture are rooted deeply within the composition, performance and enjoyment of music, the study of these traditions and cultures is essential for an optimal musical experience.

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music representative of various holidays and traditions, not only in order to perform the music with greater skill, but also to better understand the world around them. The selections in a single concert comprise a mere snapshot of a student’s complete educational journey.

PHYSICAL EDUCATION

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate

successfully, now, as well as in the future.

*All students must wear sneakers.

HEALTH

Health education provides knowledge, promotes positive attitudes, and teaches skills to enable students to live healthy lives. This instruction takes place in a planned, sequential, age-appropriate manner and is divided into four units: wellness, integrated skills, drugs and medicine, and human relationships.

A. Wellness

- ✓ Personal Growth and Development
- ✓ Nutrition
- ✓ Diseases and Health Conditions
- ✓ Safety
- ✓ Social and Emotional Health

B. Integrated Skills

- ✓ Interpersonal Communication
- ✓ Decision Making
- ✓ Character Development
- ✓ Advocacy and Service
- ✓ Health Service and Information

C. Drugs and Medicine

- ✓ Medications
- ✓ Alcohol, Tobacco, and Other Drugs
- ✓ Dependency/Addiction
- ✓ Treatment

D. Human Relationships

- ✓ Healthy relationships (family, friends)
- ✓ Sexuality
- ✓ Pregnancy and Parenting

The Physical Education and Health curriculum is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

GIFTED AND TALENTED

Enrichment education is an integral part of the New Providence School District's curricular program, including services for students identified as "gifted and talented" and for all students as an extension of the New Jersey Student Learning Standards, grades K-6. Enrichment education is an opportunity for students to expand their intellectual and creative capacities at an appropriate level commensurate with students' educational and social development and their specific abilities, talents and interests. The New Providence School District's K-6 Gifted and Talented Program is committed to identifying students who exhibit characteristics of general intellectual ability and to meet their special learning needs. Our responsibility to provide an excellent education for these children requires developing their special abilities and talents as well as addressing their social and emotional needs. In addition, the program is committed to stimulating educational

opportunities which encourage each child to strive for excellence and fulfill her/his potential. The New Providence School District Gifted and Talented Services are centered on a three-tiered approach to afford flexibility to meet the varying needs, abilities and interests of students. Further information can be found on the New Providence School District website.

HOMEWORK

Homework is a planned part of the curriculum which is intended to reinforce the school learning experience. The number, frequency, and degree of difficulty of assignments are based on ability and utilize no more of the student’s time than necessary.

ELEMENTARY SCHOOLS ~ K-6

ALLEN W. ROBERTS SCHOOL	
80 Jones Drive	(908) 464-4707
Robyn Greenwald	Principal
Susan McGeechan	Assistant Principal

SALT BROOK SCHOOL	
40 Maple Street	(908) 464-7100
Jean M. Drexinger	Principal
Jonathan Firetto	Assistant Principal

ADMINISTRATIVE OFFICES	
356 Elkwood Avenue	(908) 464-9050
David M. Miceli, Ed.D	Superintendent
Lauren Zirpoli	Assistant Superintendent
James E. Testa	Business Administrator/Board Secretary
Jay Richter	Director of Curriculum, Instruction, and Supervision