

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 components necessary to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop.

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 genre, including full-length trade books and nonfiction selections. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group instruction, book clubs, partnerships, 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, extend division to 2-digit divisors using decimal notation, and develop understanding of volume. In fifth grade, instructional time focuses on the following areas:

Develop 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 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 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.

TECHNOLOGY LITERACY

The K-6 technology program provides an important foundation for elementary students. The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full time technology specialist teacher. These technology specialists provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students engage in curriculum-related technology activities designed by their classroom teacher, technology specialist, and/or library media specialist. Students are encouraged to use technology for problem-solving activities, to use technology as a tool to transfer knowledge and 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.

Technology Literacy is based on the New Jersey Student Learning Standards:

- Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
- Creativity and Innovation: Students think creatively, construct knowledge, and develop innovative products using technology.
- Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Research and Information Fluency: Students access, retrieve, manage, and evaluate information using digital tools.

- **Critical Thinking, Problem-Solving and Decision-Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate technology tools.

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: 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.

NJSLS-S Grades K-5 Storylines

The fifth grade science curriculum is aligned with the 2016 New Jersey Student Learning Standards for Science (NJSLS-S).

STEM

Fifth grade students will collaborate on a number of engineering, coding and design challenges that emphasize innovation, critical thinking and problem solving. 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. They will then look to improve their designs by conducting controlled

tests to identify aspects of their model or prototype that can be improved. (3-5 *ETSI Engineering Design*)

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 2014 New Jersey Student Learning Standards for Social Studies and the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

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, children enjoy 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,) as indicated in the National Core Art Standards for music education, 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 octavos throughout the year and by using a system for sight-singing in unison and in two parts. 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 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 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 three units: healthy living and safety, substance abuse prevention, and family life education.

A. Healthy Living and Safety

- ✓ Nutrition: food groups, foods that contain salts, sugars, healthy snacks, foods from other countries
- ✓ Exercise/Fitness: types, exercise that strengthens the heart, rest and sleep
- ✓ Safety/First Aid: road safety, fire safety/prevention, safety away from home, emergency calls
- ✓ Diseases/Disorders: germs, healthy behaviors that prevent illness
- ✓ Consumer/Personal Health: behaviors that promote good health, health helpers and check-ups, ways to care for your teeth

B. Substance Abuse Prevention

- ✓ Ground rules
- ✓ Identifying drugs
- ✓ Poisons
- ✓ Self esteem
- ✓ Feelings

C. Family Life Education

- ✓ Self: feelings and how to express them, healthy choices
- ✓ Family: types, roles, safety rules
- ✓ Friends: making and being a good friend, solving disagreements, disability awareness
- ✓ Growing and development: height and weight
- ✓ Personal safety: know address and telephone number, buddy system, getting permission, OK/Not OK touches, No-Go-Tell Steps

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.

HOW PARENTS CAN HELP

- ✓ Set aside a specific time and place for the child to work.
- ✓ Offer guidance, but allow the child to do his/her own work.
- ✓ Promote the child's personal responsibility.
- ✓ Be supportive of school and classroom procedures.

ELEMENTARY SCHOOLS ~ K-6

| ALLEN W. ROBERTS SCHOOL | |
|--------------------------------|-----------------------|
| 80 Jones Drive | (908) 464-4707 |
| Gina Hansen | Principal |
| Anna Rita Falco | 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 |
| Scott Hough | Assistant Superintendent |
| James E. Testa | Business Administrator/Board Secretary |
| Jay Richter | Director of Curriculum, Instruction, and Supervision |