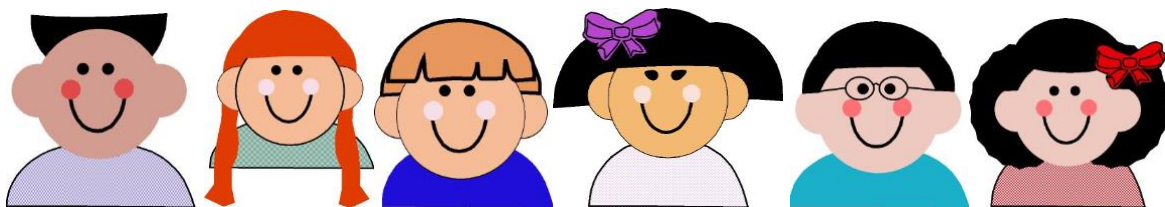


*East Hills and Harbor Hill
SCHOOLS
Roslyn Public Schools*



*Grade 5
Curriculum Outline*

"The function of education is to teach one to think intensely and to think critically. Intelligence plus character that is the goal of true education."

-Dr. Martin Luther King Jr.

<p>East Hills / Harbor Hill Schools Fifth Grade Program Overview</p>
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The goals of the fifth grade program are both academic and social as the children prepare for their transition to the Middle School. Each child's individual contribution within a larger group becomes even more significant as he/she participates in an exciting year of special activities in honor of "moving up".

Fifth graders explore an enriched curriculum throughout the content areas. Students are utilizing the relationship between reading, writing, listening, and speaking to express their independent thoughts. They must master, integrate, and apply the skills and knowledge acquired in the early elementary grades. The students' abilities are evaluated through formalized state assessments in English Language Arts (ELA), and Mathematics.

In the spring, the students in grade 5 will be considered for possible acceptance into the grade 7 accelerated math program through a district-wide screening process. Students in the grade 7 accelerated math class will be exposed to an enriched version of the 7th and 8th grade mathematics curriculum with an emphasis on problem exploration.

Academically, the students refine time management and independent research skills. Socially, peer relationships are a major focus as they journey into their adolescent phase of life.

Reading / Language Arts

The Reading / Language Arts Curriculum is directly aligned and supports the Next Generation Learning Standards. The Next Generation Standards for English Language Arts can be accessed through the following web address:

<http://www.nysed.gov/next-generation-learning-standards>

It is the district's goal to provide students with the framework of the reading and writing process and address all components of a balanced literacy approach. This includes vocabulary, grammar, read aloud and reading and writing. Students are empowered by skill mastery, inspired by authentic award-winning texts and are confident in their critical thinking skills and their ability to analyze complex texts. Throughout the year, students will build skills in all three categories of literacy: Informational, Narrative and Opinion/ Persuasive.

Social Studies

The Grade 5 Social Studies program is directly aligned and supports the applicable New York State Standards for Social Studies. Additional information can be found at:

<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

The units of study, which address the k-12 standards are as follows:

Unit 1: A New World Rising

Unit 2: European Explorers and Slavery

Unit 3: Western Hemisphere: Geography, Economics and Government

Unit 4: Cultural Diversity

The fifth grade Social Studies curriculum focuses on the history of the United States, Canada, and nations in Latin America. The major concepts that are applied are social/cultural, political, economic, geographic, and historic. Students learn information organized in this way, and express their ideas through discussion as well as written work.

Topics that are studied in fifth grade are as follows:

- Government: The political systems of the Western Hemisphere vary in structure and organization across time and place
- Economics: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.
- Geography in the Western Hemisphere: The diverse geography of the Western Hemisphere has influences human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment

Mathematics, Science and Technology

The Mathematics Program in Roslyn aligns and supports the New York State Next Generation Standards through the application of the Go Math! Program. The Next Generation Standards for mathematics can be accessed through the following web address:

<http://www.nysed.gov/next-generation-learning-standards>

Mathematics

Through the Go Math program, students will participate in hands-on activities and real world problems to solve. The units of study in the curriculum are as follows:

- Place Value- Multiplication and Expressions
- Divide Whole Numbers
- Add and Subtract Decimals
- Multiply and Divide Decimals
- Add and Subtract Fractions with Unlike Denominators
- Multiply and Divide Fractions
- Algebra: Patterns and Graphing
- Measurement
- Geometry and Volume

Science

The Science program in Roslyn aligns and supports the New York State P-12 Science Learning Standards. Learning involves real world investigations along with engineering and design. The Roslyn School District will utilize resources to address the standards through the following units:

Unit 1: Matter

Unit 2: Matter Across Ecosystems

Unit 3: Sun and Stars

Unit 4: Earth Systems

Unit 5: Gravity

For more information about the NYS Science Standards, go to:

<http://www.nysed.gov/curriculum-instruction/science-learning-standards>

Technology

All students will be provided with a 1:1 device. They will continue to complete STEM projects as well as develop their proficiency in various computer programs. In addition to these computer programs, teachers will use websites to help enhance instruction. Each classroom teacher will create a Google Classroom for their students to view and post assignments.

Health and Physical Education

The fifth grade programs in Health and Physical Education are aligned with and support the New York State Standards:

- Standard 1: Personal Health
- Standard 2: A Safe and Healthy Environment
- Standard 3: Resource Management

Health Education

Our health curriculum helps students work towards achieving a healthy lifestyle by providing current and age-appropriate information. The curriculum prepares students for a lifetime of good health while developing their life skills and building good character. In addition, the health curriculum is aligned with our district wellness and food allergy policies.

Physical Education

The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:

- Review and refinement of basic skills
- Concepts of team sports and team spirit
- Social and cooperative skills
- Team games
- Lifetime and leisure sports
- Fitness awareness
- Safety

Library

The library program continues to promote an appreciation for all types of literature and to expand upon fundamental library and research skills. The library media specialist works cooperatively with the classroom teachers to link library skills to all content areas during the weekly period.

Included areas of study are:

- appreciating literature (fiction and nonfiction)
- utilizing appropriate resources
- demonstrating an understanding of library procedures and responsibilities
- locating books in the library, using the OPAC and other resources
- preparing a Works Consulted for research projects
- using computer technology for research

CHARACTER EDUCATION

Character Education

Character Education permeates the building and classrooms each and every day. Both formal and informal discussions are always taking place. We are using a multitude of resources to address the social-emotional needs of our students. Some of these resources include: Bucket-filling, Peaceful Bus, Growth Mindset, Books of the Month, Friendship Clubs, as well as the Second Step Program.

- Bucket-Filling is based on the award-winning book Have You Filled a Bucket Today? by Carol McCloud. This book takes an abstract concept (caring) and creates a concrete symbol (bucket) that children can recognize and will readily emulate. The book shows us that each of us carries an invisible bucket. The choices we make help us fill others' buckets ... or empty ours. This book uses a bucket to express how we can share happiness and bring it to ourselves.
- Peaceful Bus Program *The Peaceful School Bus Program* is a whole-school program designed to decrease inappropriate behavior on school buses while creating a climate of respect and cooperation. The adults in school take the primary responsibility of educating and training students in the program so students can, in turn, act responsibly on school buses when staff members are not present. The program also teaches students about bullying and their role in preventing it.
- Growth Mindset: A **growth mindset** comes from the belief that your basic qualities are things you can cultivate through effort. The goal is for children to use the following stances in coordination as part of a toolkit when faced with challenges:
 - Empathy: Ability to feel how another person is feeling and imagine what it would be like to be in another's position. "You have empathy when you feel someone's feeling in your own heart."
 - Optimism: Feeling hopeful that risks are worth taking and that problems will work out. When you do something new, you think, "**I can try,**" and give it your best shot because that's how you grow.
 - Flexibility: Seeing and trying many possible actions within a task. "When one thing doesn't work you try a different way." The ability to see a problem from different perspectives.
 - Persistence: Sticking with something even when it is challenging. "Having persistence means you try and try again even when it feels hard."
 - Resilience: Ability to bounce back and recover from setbacks or failure. "When you have trouble, you bounce back and try again."
- Book of the Month- Books are selected throughout the year which address social emotional learning. Through read-alouds, students and teachers discuss ways in which characters interact and solve problems. They then compare how they may emulate or differ from the characters in the stories to make appropriate choices.
- Friendship Clubs- School psychologists in building meet with small groups of students to discuss strategies for appropriate social interaction. Peer role models are often used to

model appropriate behaviors and support the students in social situations, such as recess and lunch.

- The Second- Step program teaches students the skills that strengthen their ability to learn, develop empathy, manage emotions and solve problems. Through whole class interactive lessons, students develop self-regulation skills, social-emotional competencies and have the opportunity to practice their role as members of a school community.
- Beautiful Me Program-The Beautiful Me Program is a social-emotional learning curriculum proven to build resilience and self-esteem. The Beautiful Me Program teaches female students to love and care for themselves; to identify their genuine qualities and work on those qualities that could use some improvement; and most importantly, improve their self-esteem.

Art and Music Programs

The art and music programs for the fifth grade align with and support the New York State Standards.

- Standard 1: Creating, Performing, and Participating in the Arts
- Standard 2: Knowing and Using Art Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contribution of the Arts
- Standard 6: Interconnectedness: Common Themes in Music

Appreciation of art and music are an integral part of the following programs:

Art

The Art Program emphasizes creativity and self-expression. Students are encouraged to explore and employ a variety of techniques in order to develop a better understanding of spatial and visual relationships. Varied projects include:

- drawing
- painting
- collages
- sculptures

Music

The goal of the general music program is to offer a variety of musical experiences from which to build a personal appreciation of singing, listening, and learning to play a musical instrument.

In general music, students are introduced to the acoustic guitar. Focus on chords and simple chord progressions on the guitar will segue into the study of harmony and the various styles of music that use specific harmonic progressions. Continuing, students will study the music of film and its specific contribution to the world of music. Additionally, detailed discussion about music and various historical events including the Beatles' music and social contributions, enable students to see the interconnectedness between music and our world.

Home-School Connection

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and progress reports are opportunities to strengthen this home-school connection.

Homework

Homework assignments are a reinforcement or extension of class work. In the intermediate grades, it is an opportunity to establish good study habits and skills, as well as to develop a sense of pride in students' work. Parents should encourage students to fulfill this academic responsibility by completing all assigned work. Mutually setting up a schedule for homework and long-term projects is a way to let your child know that his/her work is important to you. In this way, he/she can do his/her personal best.

It is important that your child has:

- a quiet, well lit, distraction-free space in which to work
- time which is set aside for completing homework
- pencils, crayons, ruler, paper, and other basic supplies
- organizational aids that will keep work neat and accessible:
folders / book bag / pencil case / assignment calendar

Field Trips

Students are involved in field trips that enrich classroom experience. Parents are notified of specific trips and asked to sign a consent form. Discuss these adventures with your child to enhance his/her learning as he/she shares experiences with you.

Special Programs

ENL (English as a New Language)

The composition of today's classrooms reflect the ethnic, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of our English as a New Language (ENL) program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. In order to ensure understanding and facilitate various opportunities for academic and social verbal interaction, the ENL teacher offers language acquisition techniques via two models, Integrated and Stand-Alone.

Remedial Reading and Mathematics Program

The Roslyn School District offers comprehensive remedial reading and mathematics programs providing intervention through intensive direct instruction reinforcing academic skills. A variety of strategies and techniques are introduced based on each child's learning style.

Our reading and math specialists work to ensure that students participating in the program are consistently monitored and evaluated. Children in these programs meet in specially designed small group settings. Teaching strategies and instructional materials parallel and support classroom instruction.

Special Education

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Educational Plans (IEP's).

The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

- Academic or educational achievement
- Social development
- Physical development
- Behavioral/management needs

Supportive services may include:

- General education class placement with resource room support
- General education class placement with Consultant Teacher support
- Speech / language therapy
- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual / hearing impairments)
- Cluster class (East Hills only)
- ABA class
- Self-Contained classes (East Hills only)

STANDARDS AND ASSESSMENTS

The Roslyn Public Schools are dedicated to the education of the children in our classrooms. Programs are carefully planned to embrace each unique learner. Diverse learning styles require a variety of instructional approaches to ensure student success. Assessments (e.g., evaluations; individual and group work; tests; projects) are an integral part of the curricula in all grades to determine student performance and needs. On-going evaluation and instruction ensures that each student's work indicates that he/she is prepared for a variety of State Assessments in grades 3 – 8.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

- John Lubbock