

GRADE 5

Invest in the Ultimate Future Technology...
The Mind of a Child



Booth Central School
Wilmington School District #209-U
201 N. Kankakee St.
Wilmington, Illinois 60481-1287

Dear Parents,

The Wilmington School District is dedicated to providing each student with a quality education. The mission of Booth Central School is to provide a nurturing environment in which students are offered the opportunity to learn the essential curriculum, which consists of the knowledge, skills and values that children need to become productive members of our society.

Our goals are to challenge students to reach their potential, to mature into lifelong learners and to become contributing members of the community. Parents play a significant role in achieving these goals. This guide was developed to familiarize parents with the skills taught at this grade level. Lifelong learning is the result of the combined efforts of the school, community, child, and family united for excellence in education. Please help us in making this goal of quality education a reality for your child.

Sincerely,
Mr. Kevin Feeney
Booth Central Principal



This booklet provided for you through the efforts of the Faculty and Staff of
Booth Central School, Wilmington School District #209-U, Wilmington, Illinois
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Biological and Physical Science Outcomes

It is our goal that students will be able to –1.) recognize and be able to differentiate between systems; -2.) identify processes of life and formulate conclusions based on information characterized by those processes; -3.) describe the interaction between two or more things, explain the influence they have upon each other, and assess that information as it applies to everyday life; -4.) distinguish between different types of natural resources and investigate society's responsibility for improving the environmental situations; -5.) identify and describe the basic steps of the scientific method; -6.) report and organize observations, measurements, and methods of data collection; -7.) demonstrate the process of scientific methods to formulate conclusions; -8.) set up and operate scientific equipment.

Concepts

- * Identify and describe common characteristics of living and non-living things.
- * Identify and describe the processes that help living things survive.
- * Describe the interaction between two or more living things.

Social and Environmental Implications

- * Identify and describe natural resources and human's use and abuse of the environment.

Technology

- * Access reference materials appropriate to science units throughout the year.

Drug Abuse Resistance Education

- * The **D.A.R.E.** program is based on a concept developed in Los Angeles in 1983. It was adapted for use in Illinois by the Illinois State Police, the Illinois State Board of Education, the Illinois Department of Alcoholism and Substance Abuse, local educators and the Will County Sheriff's Police.
- * The program includes classroom sessions designed to discourage drug and alcohol by building self-esteem and self-confidence.
- * There is a culmination ceremony at which time students receive a certificate of completion. Parents are invited and encouraged to attend to show support of the children's completion of this valuable program.

Principles of Scientific Research

- * Identify and describe steps of the scientific method:
- * Recognizing and formulating a problem.
- * Collecting data through observation and experimentation.
- * Formulating & testing hypothesis.

Scientific Processes, Techniques, Methods

- * Conduct experiments following steps of scientific method.
- * Use provided scientific equipment/materials properly to conduct experiments.

Language Arts Outcomes

It is our goal that students will be able to do the following in:

Reading –1.) read for various purposes, identify text to accomplish each purpose, and recognize, recall, summarize, and predict; -2.) infer to achieve understanding and integrate information from more than one text; -3.) justify and explain answers to questions about material read.

Listening –1.) identify meaning of and sequence ideas from spoken messages; -2.) distinguish among different purposes in communication and different perspectives and point of view.

Writing –1.) use appropriate language and style in writing for a variety of purposes and audiences; -2.) develop and maintain a focus with a clear thesis, a main idea, theme of unifying event; use specific information or reasons to support and elaborate the main point; organize ideas in a clear, coherent, logical manner; and use standard written English conventions.

Speaking –1.) speak effectively for a variety of purposes using language appropriate to audience and setting; -2.) present ideas in an orderly manner, including an appropriate introduction, elaboration and conclusion; ideas must be developed and supported by appropriate materials.

Literary Forms –1.) identify the differences among poetry, drama, fiction, and works that manifest different cultures; -2.) analyze selected literary works and support conclusions with evidence.

Literature/Reading

- * Participate in reading programs -- (DEAR, Library, Hug-a-Book).
- * Use reference materials (encyclopedia, thesaurus, dictionary etc.) to integrate information.
- * After reading a passage, answer literal and inferential comprehension questions.
- * Identify main idea.
- * Summarize a story.
- * Understand plot, setting characterization.

Speaking

- * Set a purpose for an oral presentation.
- * Use correct sequence and supporting information in an oral presentation.

Writing

- * Create a 5 paragraph essay in the narrative, expository & persuasive form.
- * Use focus, support, and elaboration in all essays.
- * Revise, edit, correct.
- * Use both standard English and conventions.

Listening

- * Restate or paraphrase information from an oral presentation.
- * Demonstrate an understanding of spoken language.

Technology

- * Summarize data accessed.



Mathematics Outcomes

It is our goal that students will be able to -1.) read, write, name and order numbers and number patterns; -2.) perform operations with numbers and apply properties of numbers and operations with and without calculators; -3.) translate word problems to mathematical expressions or sentences and apply computational and problem solving skills to solve the sentences with and without calculators; -4.) interpret, construct and solve ratios and proportions; -5.) apply and interpret ratios, proportions and percents in real-life situations; -6.) estimate and apply selected measurement systems, instruments and techniques in various contexts using appropriate units; -7.) relate lengths, areas and volumes in common geometric figures; -8.) compare and/or convert units within one system and from one system to another; -9.) solve equations and inequations; -10.) understand and apply the various techniques of graphing; -11.) recognize geometric figures; -12.) apply geometric relationships; -13.) design and interpret tables, charts and/or graphs; -14.) make comparisons based on tables, charts and/or graphs; -15.) estimate answers for reasonableness; -16.) estimate and predict outcomes.

Computational Skills

- * Identify numbers by words and digits.
- * Recognize place value through billions and order numbers through billions.
- * Perform problems using addition, subtraction, multiplication and division with and without calculators.

Ratio & Percentages

- * Compare equivalent fractions.
- * Perform problems using addition and subtraction of fractions.
- * Add and subtract decimal numbers with up to three decimal places.

Measurement

- * Use metric and standard units of measure.
- * Demonstrate ability to choose/use appropriate instrument for measurement.
- * Using formulas, calculate area, perimeter and/or volume of common geometric figures.

Geometry

- * Identify figures as congruent, similar or symmetrical.
- * Identify types of angles.
- * Identify geometric shapes.

Data Collection & Analysis

- * Interpret information using tables, graphs and charts.

Estimation

- * Estimate answers for reasonableness.
- * Estimate/predict probable answers.

Technology

- * Access reference materials appropriate to math units throughout the year.

Algebra

- * Solve for variable(s) in simple equations.
- * Construct graphs from given information.

Social Science Outcomes

It is our goal that students will be able to -1.) analyze the principles and concepts of American government as expressed in major historical document; -2.) analyze major events, trends, and movements, and interrelationships that have impacted on the history of the world and the United States; -3.) analyze the contributions of significant men, women and subgroups of people in history; -4.) locate and discuss physical and cultural features and regions, using primary geographic tools; -5.) analyze and discuss the interrelationships of humans and the environment; -6.) identify, locate, access and apply sources of information for rational decision making processes.

Political and Economic Systems

- * Discuss the principles and concepts of American government.
- * Explain specific changes that have taken place in government over time.

Events, Personalities, Movements

- * Analyze major events that have impacted on U.S. history.
- * Analyze the contributions of significant people in U.S. history.

Concepts of Social Science

- * Compare the development of human behavior and traditions.

Technology

- * Access reference materials appropriate to social studies units throughout the year.

World Geography

- * Identify the major reference points on maps and globes.
- * Explain how people adapt to their environment, past, present and future.
- * Use latitude and longitude to locate points in North America on maps and globes.

Decision Making

- * Locate sources of information to aid the decision-making process.
- * Discuss interdependent roles of people, organizations and government.

Instructional Technology Outcomes

As a result of their fifth grade schooling, students will be able to meet or exceed the state and national standards:

Basic Operations and Concepts

- Knows when peripherals are on and operating (printer, etc.)
- Troubleshoots common system problems by rebooting and asks for help.
- Chooses appropriate peripheral devices and/or utilities.
- Correctly handles and stores removable storage media (floppy disk, CD-ROM).
- Refrains from touching the monitor screen.
- Keeps computer areas free from food and drink.
- Shows appropriate use of technology in the classroom.
- Uses all alphabet keys to at least 15 wpm with 90% accuracy.
- Uses a variety of media and technology resources for directed & independent learning activities across the curriculum.
- Log onto District Network

Social, ethical, and human issues

- Knows that technology has costs and benefits (e.g., environment, health care, work place, education).
- Continues to use appropriate citation formats for electronic information with assistance.
- Describes the need to protect software and hardware.
- Follows guidelines of AUP Policy

Technology productivity tools

- Uses word processing application to create, print, and publish a variety of writing types.
- Edits and revises documents using appropriate tools (thesaurus, dictionary, word count, spell check, cut and paste, copy).
- Begins to use templates for outlining, journal writing, report writing).
- Uses graphics to enhance products
- Inserts or imports an image (graphic object) from clipart, CD, or the Internet) independently.
- Takes digital images using digital camera.
- Manipulates basic graphic formats (e.g PhotoDeluxe to JPG or PICT).
- Enters data and creates a chart from a simple spreadsheet.
- Use skills to complete a group project

Technology communications tools

- Submits an individual or group project to the teacher's web page.
- Where applicable, communicates with "keypals," experts, or authors using class/teacher e-mail account.
- Creates a multimedia presentation for a report.
- Understands aesthetic rules for presentations (e.g. backgrounds, slide clutter, font size, sound effects).

Technology research tools

- Searches for appropriate curriculum information within clearly defined guidelines using keyword search strategy.
- Understands the domain of a URL as the source of the information (e.g. .gov, .com, .edu, .org).
- Reads and evaluates search results to determine relevant sites.
- Locates the author or creator of the web page to determine credibility of the information.
- Blends use of electronic sources with print sources.
- Use simple spreadsheet to calculate results or chart data

Technology problem-solving and decision-making tools

- Preplans for a report or presentation using graphic organizers and timelines.
- Selects from a given set of search results for URLs appropriate to the task.
- Selects application software appropriate to the task or assignment.
- Develops a sense of task completion. (i.e knows when to stop adding elements to presentations)

Music Outcomes

It is our goal that students be able to: -1.) Know the language of music; -2.) understand how music is produced through creating and performing; -3.) understand the role of music in civilizations, past and present.

Identify Differences in Elements and Expressive Qualities

- * Tone color
- * Melody
- * Harmony
- * Form
- * Rhythm/meter
- * Dynamics
- * Expression of ideas

Classify Musical Sound Sources into Groups

- * Instrumental families
- * Vocal ranges
- * Solo/ensembles

Read and Interpret Traditional Music Notation

- * Note values
- * Letter names

Create and Perform Music

- * Sing
- * Play acoustic or electronic instruments
- * Use a variety of musical styles from diverse cultures
- * Understand processes involved in composing and conducting

Identify How Music Contributes to History, Society and Everyday Life

- * Home
- * School
- * Workplace
- * Concerts
- * Commercial applications
- * Communicate similarities and differences among people, places and times

Character Education

The Wilmington School District wants to ensure that values protecting human worth and dignity are understood and accepted by our students. A character education program is integrated into every area of the curriculum. The program emphasizes the values of:

- * September-Kindness
- * October-Helpfulness
- * November-Courage
- * December-Generosity
- * January-Justice/Tolerance/Rights of Individuality
- * February-Honesty
- * March-Sound Use of Time & Talent
- * April-Freedom of Choice
- * May-Freedom of Speech

Physical Development and Health

It is our goal that students be able to:

Development, Structure, Functions of Human Body –1.) Demonstrate an understanding of the immediate and long-term effects of exercise and lack of exercise on the body; -2.) demonstrate an understanding of the basic structures and functions of the body necessary for safe, improved and skillful physical performance.
Exercise, Stress, Self-Concept –1.) Discuss/apply exercise; -2.) discuss/apply concepts related to the management of stress and the development of positive self-image.

Consumer Health and Safety –1.) Demonstrate safety as related to equipment and services for physical activity; -2.) demonstrate safety procedures for a variety of situations; -3.) discuss health issues as related to the environment.

Physical Fitness –1.) Demonstrate basic physical skills and physical fitness; -2.) demonstrate basic skills of various games, activities.

Personal Fitness and Health –1.) Develop/demonstrate a physical fitness program.

Motor Activities –1.) Create, perform and evaluate a combination of safe movement sequences for a variety of activities; -2.) demonstrate/discuss appropriate rules, strategies and skills for selected games, activities.

Basic Life-Saving Skills –1.) Demonstrate life-safety and life-saving skills in a variety of situations.

Physical development and health instructors stress the following:

- * Units on manipulatives such as jump roping and dance.
- * Daily instruction in correct body movements to perform tasks safely and efficiently. Safety is always stressed, and the children learn the safety rules that go with each game, or activity.
- * Learning to perform age-appropriate tasks.
- * Learning about exercising and its effect on the cardiovascular system. Students actually learn how to take their heart rate. Each sport incorporates safe warm-up exercises. Flexibility, strength, coordination, balance and agility are covered. Students learn about harmful exercises.
- * Learning about the safe use of the body and equipment.
- * Learning about a variety of indoor and outdoor activities via units that teach required skills and assess those skills with performance and objective tasks.
- * Learn how to create and perform a jump rope trick.

