GRADE 5

CURRICULUM GUIDE

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

L.J. Stevens Intermediate School
Wilmington School District #209-U
221 Ryan Street
Wilmington, IL 60481
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Updated 2020

Dear Parents,

The Wilmington School District is dedicated to providing each student with a quality education. The mission of L.J. Stevens Intermediate 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,

Mrs. Venita Dennis
Principal
L.J. Stevens Intermediate School

This booklet is provided for you through the efforts of the Faculty and Staff of
L.J. Stevens Intermediate School
Wilmington School District #209-U

Biological, Physical, and Earth Science Outcomes
The Wilmington CUSD 209U utilizes the Common Core State Standards; in addition the following skills will be covered. **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.

Next Generation Science Standards

Matter and Its Interactions: I can use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

5-PS1-1 Matter and Its Interactions I can measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-2 Matter and Its Interactions I can make observations and measurements to identify materials based on their properties.

5-PS1-5 Matter and Its Interactions I can conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS1-4 Motion and Stability: Forces and Interactions I can support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS2-1 Energy I can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

5-PS3-1 From Molecules to Organisms: Structures and Processes I can support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS1-1 Ecosystems: Interactions, Energy, and Dynamics I can develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-LS2-1 Earth's Place in the Universe I can support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

5-ESS1-1 Earth's Place in the Universe I can represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

5-ESS1-2 Earth's Systems I can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Earth's Systems I can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS2-2 Earth and Human Activity I can obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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:

- **1st Trimester:** Respect, Caring, and Fairness

- **2nd Trimester:** Responsibility/Trustworthiness
- **3rd Trimester:** Citizenship/Perseverance

In addition to the monthly values, we have implemented Second Step: A Violence Prevention Curriculum. This engaging social and emotional learning program uses hands-on, activity based lessons to help children gain language and communication skills while learning to identify feelings, solve problems, and get along with others.

Language Arts Outcomes

The Wilmington CUSD 209U utilizes the Common Core State Standards; in addition the following skills will be covered.

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/Informational Text

- After reading a passage, answer literal and inferential comprehension questions
- Identify a main idea
- Summarize a story
- Understand plot, setting, characterization, point of view, and theme
- Compare and contrast multiple texts
- Analyze author's craft and purpose

Writing

- Create the narrative, expository, and argumentative essays
- Develop a simple research paper
- Use focus, support, and elaboration in all essays
- Revise, edit, correct
- Use both standard English and conventions

Speaking

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

Listening

- Restate or paraphrase information from an oral presentation
- Demonstrate an understandings of spoken language
- Participate effectively in group discussions
- Summarize and support with evidence of speaker's point

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.

Civics

- Discuss the principles and concepts of American government
- Explain specific changes that have taken place in government over time
- Explain how policies are developed to address public problems

History Standards

- Analyze major events that have impacted on U.S. history
- Analyze the contributions of significant people in U.S. history
- Create a chronological sequence of related events

Evaluating Sources and Using Evidence

- Access reference materials appropriate to social studies units throughout the year.
- Distinguish among fact and opinion

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
- Compare environmental characteristics of the United States to other world regions

Inquiry Skills

- Locate sources of information to aid the decision-making process
- Discuss interdependent roles of people, organizations and government
- Evaluate sources
- Communicate conclusions
- Take informed action

Mathematics Outcomes

The Wilmington CUSD 209U utilizes the Common Core State Standards; in addition the following skills will be covered.

It is our goal that students will be able to –1.) add, subtract, multiply, and divide whole numbers, decimals, and fractions; -2.) understand the base ten system from thousandths to millions -3.) Translate word problems to mathematical expressions or sentences and apply computational and problem solving skills to solve the sentences -4.)Identify two and three dimensional figures; -5) Calculate volumes in geometric figures; -6.) Compare and/or convert units within one system; -7.) Apply problem-solving strategies -8) Plot ordered pairs on a coordinate grid

Number and Operations

- Use equivalent fractions
- Apply and extend previous knowledge 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 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

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 the hundredths

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

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

Read and Interpret Traditional Music Notations

- Note values, letter names

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 and 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, sport or activity
- Learn 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.

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

- Keeps computer areas free from food and drink
- Shows appropriate use of technology in the classroom
- Uses all alphabet keys using appropriate finger placement
- Uses a variety of media and technology resources for directed & independent learning activities across the curriculum

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
- 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)
- 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
- Use skills to complete a group project

Technology Communication Tools

- 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 with 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

Technology Problem-solving and Decision-making Tools

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

Technology- Chromebooks

- Use Chromebooks to access and use Google Drive effectively.
- Continue to develop keyboarding skills.
- Use Google Docs to create and edit essays.
- Use Google Sheets and Slides to collaborate when creating charts, graphs, and presentations with other students.
- Navigate Google Classroom to complete and turn in work.
- Use appropriate comments in Google Classroom or school email to communicate with the teacher.
- Use Google Meets when necessary.
- Utilize Skyward to access grades and missing work.