

Curriculum Framework

Grade Five

Avondale School District

Auburn Hills, Michigan



English Language Arts: Fifth Grade

In Grade 5, children improve their oral skills by making presentations for the class and others. They research topics, then write and present informational and persuasive reports. They write over time and on-demand. For more information, please see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of the topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language Standards 1 and 3 for specific expectations.)
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.



Reading: Fifth Grade

In Grade 5, children continue to extend their use of reading strategies to understand, analyze, and interpret information. They read both accurately and fluently to understand text. For **more information**, please see: www.corestandards.org

Foundational Skills	
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	
<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described. 	<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 	<ol style="list-style-type: none"> 7. Draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



Mathematics: Fifth Grade

In Grade 5, children learn more about using mathematical data to solve problems, including how to estimate and measure, and how to predict outcome. For more information, please see: www.corestandards.org

Mathematical Practices <ol style="list-style-type: none"> 1. Making sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics. 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning 	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Write and interpret numerical expressions • Analyze patterns and relationships 	Measurement and Data <ul style="list-style-type: none"> • 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 to addition
	Numbers and Operations in Base 10 <ul style="list-style-type: none"> • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths 	
	Number and Operations - Fractions <ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division to multiply and divide fractions 	Geometry <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems • Classify two-dimensional figures into categories based on their properties



Fifth Grade Science - Dynamic Systems

In fifth grade students design and conduct their own investigations and create models to explain phenomenon as well as engage in scientific collaborative discourse. In LIFE SCIENCE students examine the traits of living organisms and specialized animal systems. The concept of adaptation is made concrete through the study of the effects of heredity and environment on the evolution of organisms. Fossils are studied in order to compare ancient life forms with current life forms and provide evidence of how environmental conditions have changed over time. In PHYSICAL SCIENCE students explore forces in depth and understand how forces affect motion and speed of an object. They then use this knowledge to demonstrate the effects of force and motion in everyday experiences. In EARTH AND SPACE SCIENCE students learn about the universe beyond earth and how position and motion explains seasons, day and night, and year.



Fifth Grade Social Studies - Early American History

The fifth grade social studies curriculum is a chronological study of early American history through the adoption of the United States' Bill of Rights. By applying the tools of historians, including the use of primary and secondary sources, students explore how significant events shaped the nation. They begin with an introduction to the United States Constitution which, as the first unit of study, retrospectively frames their study of the early history of the nation. As they study the meeting of "Three Worlds" they explore interactions among American Indians, Africans, and Europeans in North America. Students also examine how these interactions affected colonization and settlement. They explore how geography of North America influenced daily life and economic activities as the three distinct English colonial regions developed. Throughout the course, students learn how ideas about government, colonial experiences with self-government, and interactions with Great Britain influenced the decision to declare independence. Within the historical study emphasis is placed on ideas about government as reflected in the Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights. Students examine how and why the Founders gave and limited the power of government through the principles of separation of powers, checks and balances, federalism, protection of individual rights, popular sovereignty, and the rule of law (core democratic values). Throughout the course students develop capacity for responsible citizenship as they apply the values and principles of constitutional democracy in the United States to contemporary issues facing the nation.



HEALTH EDUCATION – K-8 Health Education Standards can be found at www.michigan.gov/mde.



Music Education

It is the purpose of the Avondale Elementary Music Program to develop each child's musical understanding, sensitivity, and self-expression through song, movement, guided listening, and composition. The Avondale Elementary Music Program will provide a nurturing and mentally stimulating environment for young children to learn the musical fundamentals of rhythm, melody, harmony, timbre, form, and expression. The understanding of these fundamentals is structured to provide each child with the necessary tools to refine and more fully enhance musical experiences in subsequent grades. We will employ a variety of educational techniques to achieve musical understanding. The Avondale Elementary Music Program goals and curriculum are aligned with the newly revised State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education (MDE, 2011) and also support the National Standards in Music Education (MENC, 1994).

WHAT WILL STUDENTS EXPERIENCE WHILE IN MUSIC CLASS?

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate in the arts.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

OVERARCHING QUESTIONS for our STUDENTS TO CONSIDER:

Musical Dimensions

What ways did you experience melody, harmony, and rhythm?

Musical Design

In what ways did you experience the elements of musical design including articulation, dynamics, form, meter, mood, tempo, texture, timbre, genre and style?

Musical Perspectives

In what ways did you gain understanding of musical styles, genres, and roles from social, historical, and cultural perspectives?

PHYSICAL EDUCATION

What will your child learn?

At the elementary level we expect all students to have a basic understanding and a functional ability in all of the following:

Physical Fitness (Presidential Challenge, Fitness Jog, and daily PE warm-up)

- Aerobic Fitness
(jogging)
- Muscular Strength and Endurance
(ABC push-ups, rope climbers, etc.)
- Flexibility
(stretching)

Motor Skill Development

- Locomotors
(jump, run, skip, side-step, gallop, hop, walk)
- Object control
(catching, dribbling)
- Non-locomotors and body control
(batting, striking, kicking)
- Lifelong physical activities
(basketball, jogging and power walking, softball, tennis, soccer)

Activity Related Knowledge

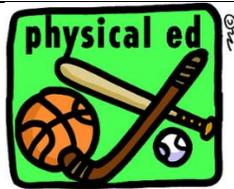
- Body awareness, force, time, space, and direction
- Explain and apply the steps in learning motor skills
- Describe the effects of activity vs. inactivity

Personal and Social Skill

- Personal activities that contribute to life-long health and well being

How do we know they learn?

Most of our evaluation is through observation; watching students perform the skill in “drill” type activities, and watching students interact with each other and practice the skills and concepts taught in lead-up activities.





The Avondale Elementary Visual Art Department goals, curriculum, and report cards are aligned with the State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education, adopted by the Michigan Department of Education in 2011. Our elementary art program is discipline-based, structured through four areas of study: **Art Production, Art History, Art Criticism, and Aesthetics**, commonly known as **D.B.A.E.**

Art production is the creation of artwork. It is through this process that children acquire higher level thinking skills such as interpretation, evaluation, and synthesis. There is no single solution: therefore, students are able to express their own unique vision.

The study of **Art History** enables students to gain an understanding and appreciation of people of various cultures and time periods throughout history. Children learn how art plays a vital role in developing and defining culture.

Art Criticism is the ability to understand and respond to a work of art through discussion, collaboration, and written activities. As students learn how to describe and evaluate art they develop the visual literacy that is crucial to living and working in the 21st Century.

Aesthetics is the branch of philosophy that focuses on the nature and necessity of art. This area helps children to understand their personal perceptions of art and develops skills to discuss art.

Each year concepts are revisited within units of study. In Kindergarten, students are introduced to basic art materials and techniques. They explore various media, view and discuss artwork, learn about other cultures, and get a sampling of art history. These concepts are repeated using a variety of media, techniques, discussions, and activities throughout the elementary years.

The goal for the Avondale Elementary Visual Arts program is to provide a smooth transition for students studying art in their middle school years. To achieve this goal, we hope that by Fifth Grade, students have mastered several art techniques, are able to use art vocabulary to communicate ideas, describe personal artwork, and recognize art of various cultures and historical periods.