GRADE 5

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GRADE FIVE CURRICULUM OVERVIEW

PHILOSOPHICAL OVERVIEW

Our goal in fifth grade is to instruct in a supportive, exciting and success-oriented environment in a way that will be responsive to individual needs. Students will be challenged to maximize their abilities. They will be exposed to a wide variety of activities and ideas. Moreover, students will be motivated to develop a life-long appreciation for the learning experience.

and outside of the classroom.

- Bring a positive attitude to class.

READING:

- Read independently for approximately 40-45 minutes each day
- Read unpracticed, grade-level text with expression and fluency (125-135+ words correct per minute)
- Analyze main idea, theme, or message; make and defend predictions and inferences
- Build vocabulary through a variety of reading
- Expand comprehension skills with one or more texts by summarizing, generalizing, synthesizing, analyzing, and interpreting
- Explain setting, plot, point of view, and conflict/resolution
- Explain metaphors, similes, personification, idiom, and humor
- Identify and explain the characteristics of different genres (e.g., realistic fiction, historical fiction, nonfiction, myths, legends, fables, science fiction, drama, speeches, etc.)
- Identify reading strengths and needs for improvement
- Express opinions about what is read (e.g., book talk, report, discussion, recommendation)
- Read different materials and genre for a variety of purposes (e.g., chapter books, poetry, informational, plays, myths, legends, literature, essays, and speeches)
- Select appropriate resources for locating information (e.g., graphs, charts, tables, maps, thesaurus, website, directory, dictionary, etc.)
- Skim materials to answer questions; use outlines and/or graphic organizers; think critically and analyze author's purpose, style, mood, tone, imagery, exaggeration, and use of language
- Understand and use different skills to read (e.g., syllables, synonyms, antonyms, root words, prefixes, and suffixes)
- Use evidence from the text to support answers
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 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)
- Describe how a narrator's or speaker's point of view influences how events are described
- By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4–5 text complexity band, independently and proficiently.

LANGUAGE ARTS

- Skills to be stressed will be:
    - Grammar
    - Sentences and paragraphs
    - Language mechanics
    - Creative writing
    - Note-taking
    - Outlining
    - Dictionary/thesaurus skills
    - Speaking and listening
    - Handwriting
    - Spelling
    - Journal writing
- Parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjugations, and interjections
- Sentence parts: structure, errors, types
- Additional punctuation: quotation marks
- Vocabulary: etymologies/history of the English language; base and root words
- Literature: poetry, novel excerpts, fable/myth/tall tale/folklore, personal narrative
- Writing: methods of developing paragraphs, newspaper/magazine articles, editorials

WRITING OBJECTIVES

Writing Strategies

Fifth-grade writing standards focus on the writing process as the primary tool to help children become independent writers. In grade 5, students are taught to use each phase of the process as follows:

- **Pre-writing**
- **Drafting**
- **Revising**
- **Editing**
- **Publishing**

Writing Purposes

In grade 5, students write to express, discover, record, develop, reflect on ideas and problem-solve. Fifth-grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Fifth-grade writing standards stipulate that students write in the following forms:

- **Narrative**

- **Informational/Expository**
- **Persuasive**
- **Creative**
- **Responses to Literature**

WRITTEN ENGLISH LANGUAGE CONVENTIONS

Students in fifth grade are expected to write with more complex sentences, capitalization, and punctuation.

and suffixes, and use a dictionary, thesaurus, or other resource as necessary

RESEARCH AND INQUIRY:

Fifth graders select and use reference materials and resources as needed for writing, revising and editing final drafts. Also in fifth grade, students do research projects on a variety of topics. Students learn how to gather information systematically and use writing as a tool for research and inquiry.

SOCIAL STUDIES

Some of the major goals and objectives for the fifth-grade curriculum are listed below. Students will be asked to construct timelines of events occurring during major eras and explain how they are related to one another in time. Students will also select and use various geographic representations to compare information about people, places, regions, and environments. They will use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. Students will compare and contrast differing interpretations of current and historical events, and will analyze a variety of sources to present a reasoned argument or position in a written and/or oral format.

MATH

Course Description:

This course builds upon the concepts covered in the previous year curriculum, including operations involving decimals and fractions, basic geometry and measurement, and probability. Students begin to develop their critical thinking skills and problem-solving strategies in this course as they relate to pre-algebraic concepts.

Goals:

The basic goal in math is to encourage students to think mathematically rather than memorize mathematical skills without understanding. Learning to communicate mathematically is very important for building understanding. This involves learning the signs, symbols, and terms of mathematics.

The most important way to help students build their understanding of mathematics is to make math relevant. When students see how much math applies to real-life situations, they will begin to understand its value and see how they can use it meaningfully in their own lives.

The three most important processes that come from thinking skills are critical thinking, problem-solving, and math reasoning.

Computational competence is also necessary. These include:

- Proficiency with basic facts and algorithms
- Mental math and estimation skills
- The ability to check whether an answer is reasonable
- Understanding the appropriate use of calculators
- Ability to select techniques for specific problems

The five goals established for all students by the National Council of Teachers of Mathematics are:

- Learning to value math
- Becoming confident in one's own ability
- Becoming a math problem-solver
- Learning to communicate mathematically
- Learning to reason mathematically

Objectives:

Students will be able to:

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities
- Understand the concept of a unit rate a/b associated with a ratio a:b with $b \neq 0$, and use rate language in the context of a ratio relationship
- Use ratio and rate reasoning to solve real-world and mathematical problems
- Interpret and compute quotients of fractions, and solve word problems involving addition, subtraction, multiplication, and division of fractions by fractions
- Fluently add, subtract, multiply, and divide multi-digit numbers
- Fluently add, subtract, multiply, and divide multi-digit decimals
- Find the greatest common factor of two whole numbers and the least common multiple of two whole numbers
- Understand a rational number as a point on the number line
- Understand ordering and absolute value of rational numbers
- Write, read, and evaluate expressions in which letters stand for numbers
- Apply the properties of operations to generate equivalent expressions
- Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true?
- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism
- Display numerical data in plots on a number line, including dot plots, histograms and box plots
- Understand how transformations change the position of an object
- Determine the percent of a number and convert between percentages, decimals, and fractions

SCIENCE

The goal of the fifth grade science program is to help students develop the skills to study and explore for themselves the many aspects of their world. Today more than ever, scientific literacy is essential. Students learn that knowledge of science

enables them to enrich their understanding of the world around them.

OBJECTIVIES:

- Make science fun to learn
- Ensure that students have successful science experiences
- Make science relevant to the student
- Integrate science with other subjects

Team work in the classroom means shared responsibility, shared learning, and shared success. Students will assume specific roles to assure that all students actively participate in solving problems, making decisions and discovering concepts. Students will be exposed to topics in life science, physical science, earth science and the human body. Both thinking and process skills are incorporated to enable students to fulfill their potential as problem-solvers and decision-makers.

TOPICS:

- Simple living things
- Classifying matter
- Changes in matter
- Energy resources
- Resources and pollution
- The human body
- Electricity and magnetism
- The solar system

HIGHLIGHTS:

- Biology: life processes, body systems, and life cycles
- Astronomy: the solar system, stars, and galaxies
- Physics: matter, energy, light, and sound
- Environmental Science: environments, and ecosystems
- Geology: rocks, minerals, and the Earth's structure

The students will be:

- Observing, communicating, measuring, classifying, and making and using models
- Recognizing space and time relationships
- Collecting and interpreting data
- Inferring, predicting, identifying, and controlling variables
- Formulating questions and hypotheses
- Experimenting
- Developing operational definitions

Special Projects:

- Marsville: A program held in conjunction with the Challenger Center Program. Using space exploration as a theme, Challenger Center creates positive experiences that excite students about the impact of technology on their future and that inspire them to pursue math, science, and technology studies.
- Inventions
- Integrated Curriculum Projects

JUDAIC STUDIES & HEBREW LANGUAGE CURRICULUM OVERVIEW

PHILOSOPHY

Our school develops each student's Jewish identity by teaching Jewish values and traditions, teaching the Hebrew language, and immersing the students in history, Torah, and Bible. Family and community involvement will work in tandem to instill a lifelong commitment to Tzedakah, tikkum olam, and to the perpetuation of a Jewish family life rich with rituals and traditions.

Students leave SSDS secure in the knowledge that they have achieved or surpassed their potential and are poised to advance successfully to the next level of education. Our students graduate with a bond to Judaism, Jews around the world, and Israel.

THE GOALS OF THE JEWISH STUDIES CURRICULUM IN

1. Hebrew language skills at grade level in:
   - **Reading and reading comprehension**
     - Emphasis on modern Hebrew as well as prayerbook Hebrew reading fluency
     - Reading fluency and accuracy are assessed three times a year. Individual reading goals are established
     - Daily required reading at home
   - **Comprehension of printed, written and oral Hebrew**
     - Expansion of reading, oral and written vocabulary comprehension
     - Expanded use of expressive vocabulary - speaking and responding in Hebrew
     - Continued development of Biblical Hebrew vocabulary
     - The Tal Am program is an integrated language and literature program. This thematic program integrates the study of the Hebrew language with holidays, Israel, values and the student's **personal world. Details of the thematic content are attached.**
   - **Expression in oral and written Hebrew**
     Students continue to develop their expressive Hebrew writing skills in a variety of activities: structured responses, creative writing, essay-style responses, descriptive sentences.
   - **Cursive writing**
2. An understanding and enjoyment of the events in the *Chumash* (Bible) text and the ability to study and decode from the original *Chumash* text, including Rashi commentary.
   - **The study of the Torah includes:**
     - Analysis of the text
     - Discussion of the events, and concepts
     - Emphasis on *"shorashim,"* root words, enables the students to expand their store of new Biblical vocabulary
     - The commentary and questioning style of *Rashi* is studied to enrich the text
3. Knowledge of and joyous celebration of the traditions and customs of the Jewish holidays. In addition to the use of Tal Am, students learn about the Jewish holidays, their laws, the customs and traditions, from class discussions, projects and experiential celebrations.
4. Fluency and meaningful understanding and application of the *t'fillot* (prayers), and the *b'rachot*

(blessings). Daily *t'fillot* in class include *"Shacharit,"* the morning service, blessings for the Torah reading, the Friday night and Shabbat service and the *t'fillot* of the *"Hallel,"* a special service for the first day of the Jewish month. Students join in the Thursday school *minyan*.

5. Familiarity and identification with the Land of Israel, its people, customs and history. The study of Israel is integrated through the Tal Am program, with the Jewish Social Studies unit taught by the General Studies teacher and through music, art and holiday programs.
6. An understanding of the *mitzvot* which relate to Jewish laws (holidays) and those which are interpersonal - *ben adam l'chavero*
7. A value system based on Jewish tradition and positive interpersonal relationships
8. The *mitzvah* of *Tzedakah* is at the core of Jewish values. Students study the concept of *Tzedakah* as part of their Judaic Studies curriculum. Each student has the opportunity to perform this *mitzvah* every day when *Tzedakah* (charitable donation) is collected. The amount of money donated is far less important than the regular act of giving. Students vote to determine the recipient(s) of their *Tzedakah* collection. Please encourage your child to make *Tzedakah* giving a regular habit.

TEACHING APPROACHES

- The Jewish Studies curriculum is taught in large group, small group and individualized formats.
- The language of instruction is Hebrew. We aim to immerse our students in the Hebrew language to facilitate their study of the language and enhance the subjects taught.

Emphasis is placed on giving students the opportunity to experience what they are learning through a variety of techniques: the use of arts & crafts, role-playing, projects, trips, learning games, music, stories and celebrations. Cooperative Learning techniques enable students

TAL AM – HEBREW AND HERITAGE CURRICULUM GUIDELINE

The program activates learning in all frames of mind by utilizing a wide range of activities for all modes of communication, integrating Hebrew Language acquisition, the development of Jewish concepts and values, and reading and writing skills. In accordance with these principles, the programs create a visual and auditory Hebrew environment in the classroom which is mirrored in the students' materials, thus extending their use into the home, enhancing retention and reinforcing the learning process.

The curriculum offers a variety of stories, Jewish sources, prayers and blessings, as well as songs, recitations and plays which are age-appropriate and which aim to develop the child and his, or her, Jewish identity. TaL AM 5 continues to employ the Virtual Classroom, whose students grow and develop together with the students, serving as models for the construction of a learning community.

TaL AM 5 focuses all kind of emotional feeling, and how to deal with these feeling in a positive way. The children work together in order to promote positive thinking and facilitate successful learning. This concept is modeled by the Virtual Classroom. Each theme examines the congruency between the main concepts it presents and how the Unified Class can work to internalize and implement them together. Tal Am 5 is organized in 2 aligned and interconnected tracks:

1. Shay - Shana Yehudit, The Jewish year – 7 units
2. Torah - 5 units

In addition to the Tal Am Program, the students will learn:

- ***Chumash:***
  - Students will continue and will complete the study of the Book of *Sh'mot*, Exodus. The commentary and questioning style of Rashi is studied to enrich the text.
  - Students will practice prefixes, suffixes, and root words.
  - Students will understand the content of the Chumash, as well as commentaries.

- ***Yediot Klaliot* (General Knowledge)**
  - The students will increase their knowledge base of Judaic concepts through songs and weekly quizzes.

- ***Navi:***

Students will begin the study of the Book of Joshua, in the original text, and learn about the conquest and settlement of the Land of Israel by the Israelites.

- **The Jewish Family Life Unit is Kashrut**

Students will tudy the laws of Kashrut, of kosher slaughtering and how to set up a kosher kitchen. In culmination, students create a model of a kosher kitchen.