

Social Studies

The Grade 5 social studies program focuses on how events and advances in technology led to the exploration and colonization of the Americas. Beginning with an overview of European settlements in America and life in the colonies, students learn about how differences between the British and the colonies lead to the War for Independences. Students study the foundations of government, the Constitution, and expansion during the Industrial Revolution. The program provides students with an understanding of factors leading to the Civil War.

Map and globe skills are integrated throughout the curriculum. Students make connections, gain an understanding, and appreciate the relevance of history to today's society. The Grade 5 social studies program is integrated with other content areas through technology and interdisciplinary activities. The Grade 5 social studies program addresses the content standards identified in the Connecticut State Department of Education Framework for Social Studies.

Library Media

In the area of library media, students will continue to master objectives from the previous grade levels as well as focusing on new objectives that will help them to become lifelong readers and learners. Students will:

- extend the use of the Big Six to develop and write a curriculum-related, multi-source report.
- examine various topics within each division of the Dewey Decimal System.
- demonstrate an understanding of the concept of ownership of ideas and information by respecting and observing laws and/or guidelines for using information.
- identify with assistance, keywords to search for information; extrapolate information from a print and /or non-print sources independently.
- judge the relevance, credibility, and completeness of print and /or non-print information using given criteria.
- select and use appropriate software and hardware to organize, analyze, interpret, and present information, with guidance.

Art

The art program studies the areas of drawing, color theory, design, terminology and techniques, printmaking, sculpture, textiles and art history.

Drawing, including perspective, gesture and contour drawing, is incorporated in units throughout the year. Printmaking techniques focus on the use of stencils, reversed images and relief. Sculpture projects may include an animal or person, or a utilitarian object.

Students continue the weaving techniques of earlier grades with more complex projects.

Music

The Grade 5 music program includes the areas of dynamics, melody, harmony, form, tone color and rhythm. Students develop melodic independence, improvise on Orff instruments, play the recorder, compose a variation on a theme and invent melodies.

Using their knowledge of tone color, students are able to recognize the differences in strings in the same family, or instrument sounds within a family. A choral group provides performance opportunities beyond the general music program.

Health and Physical Education

The Grade 5 health program is directly linked to the science curriculum study of body systems. In the study of disease, students learn of the effects of viruses, including HIV, on the immune system. The program teaches about the effects of alcohol, marijuana and tobacco and emphasizes resistance to peer pressure.

The physical education program involves students in a variety of activities designed to increase physical fitness and skills. Team play, sportsmanship and cooperation are stressed. Students prepare for the President's Challenge – a test of their fitness levels stressing flexibility, endurance, strength and agility.

Assessment

Assessment in Grade 5 focuses on how well students demonstrate their understanding and use the skills and concepts they have learned.

Classroom tasks are connected to the content, skills and work habits stressed in the curriculum and provide opportunities for both teaching and assessment. Students are encouraged to self-assess how well they have met criteria established by the teacher.

The Grade 5 district-wide testing program gives the Otis-Lennon School Ability Test (OLSAT) in September. The OLSAT assesses students' abilities in reasoning and problem solving using verbal quantitative and spatial reasoning. In March, students take the Connecticut Mastery Test, designed to measure student progress in objectives defined by the State Department of Education. The test contains a writing sample, science and mathematics, reading comprehension and language arts sections. Results are shared with parents and used to guide instruction.

Trumbull Public Schools Trumbull, Connecticut



Curriculum Department Grade 5 Curriculum Overview

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Trumbull Public Schools Goals

The Trumbull Public Schools are committed to the goal of providing each student with the learning experiences, understandings and skills needed to promote a successful learning experience. The educational program focuses on intellectual, emotional and social growth, encouraging students to make positive contributions to our democratic society, while developing the abilities needed to adjust to a rapidly changing world.

The curriculum in Grade 5 engages students in a variety of learning experiences that integrate skills with content materials. The curriculum and strategies are intended to prepare students for the team-based middle school.

In order to provide a smooth transition to the middle school, students are expected to demonstrate an increasing degree of responsibility for their own learning and a greater accountability for their behavior.

Assignments may be “long range” with students expected to plan their work and meet deadlines established at the beginning of the assignment.

Technology is used in conjunction with classroom assignments, with both Internet and software sources available to expand the traditional print sources of information. Presentation software may be used in reporting the results of research, with multimedia presentations becoming the common tool for reports. The computer laboratory may be used for the reinforcement and review of mathematics and language arts skills, or for instruction in word-processing programs.

Language Arts

The program goals for our students in Language Arts include the following areas:

- skills to read, write, speak, listen and view texts to construct meaning;
- read with understanding and respond thoughtfully to a variety of texts;
- write and speak English proficiently to communicate ideas clearly;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- understand and appreciate texts from many literary periods and cultures; and
- employ language arts for lifelong learning, work, and enjoyment.

These goals are based upon the four standards from the Connecticut Language Arts Framework.

STANDARD 1: Reading and Responding

STANDARD 2: Exploring and Responding to Literature

STANDARD 3: Communicating with Others

STANDARD 4: English Language Conventions

To accomplish these goals, a balanced literacy program exists in Trumbull. It includes:

- Interactive Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading (Reader's Notebook)
- Word Study
- Literature Study
- Guided Writing
- Independent Writing

Our assessments, given throughout the school year, are used in order to better understand the strengths and weaknesses of student learning. These assessments are instrumental in helping to drive instruction within the classroom. As part of the CT Mastery Test, which will be given in March, students are asked to read four passages for comprehension, answering multiple-choice and open-ended questions. They are also asked to read passages with embedded errors and must answer multiple-choice questions to indicate appropriate corrections. The Direct Assessment of Writing for this grade level is expository.

Mathematics

The goal for Grade 5 students is to become fluent with and apply number facts to a variety of problem solving experiences. The process in meeting this goal will enable students to confidently communicate mathematical understanding by discussing and using strategies to solve complex math problems. Students are supported by a curriculum with instruction which focuses on the five areas of mathematics listed below:

Algebraic Reasoning

- Write and interpret numerical expressions
- Analyze patterns and relationships.

Numerical Reasoning

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.

Measurement

- Convert like measurement units within a given measurement system.

Data

- Represent and interpret data.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Science

Elementary Science education provides all students with opportunities to develop and practice skills in observation along with collecting, recording, and interpreting data. The students will learn to communicate results in journals through graphs, diagrams, drawings and/or writing. From Kindergarten to grade 5, students are engaged in activities that promote exploration. Exploration leads to investigation which allows students to develop questioning skills building upon a foundation for scientific thinking processes. Students are given the opportunity to learn science by doing science. Instructional learning is experienced through an inquiry approach using strategies that lead students to design and perform their own experimentation.

The **National Science Education Standards Addendum on Inquiry** (National Academy Press, 2000) recommends a “5 E” approach to learning. The “5 E's” are Engage, Explore, Explain, Extend, and Evaluate.

Grade 5 students explore, perform, and evaluate science investigations addressing Earth in the Solar System concentrating on the Earth, Moon, and Sun, Energy Transfer and Transformations through the Physics of Sound and the Physics Light, and Structure and Function through the study of the human ear and the human eye. They will explore and plan experiment procedures through a unit on Variables.

The Connecticut State Department of Education has developed three embedded tasks that are administered in grades 3, 4, and 5. All tasks focus on the process of inquiry. The embedded tasks are administered within a unit that compliments its focus. The tasks allow students to develop and practice process skills that are addressed on the Connecticut Science Mastery Test administered in grade 5. Much information is also gleaned from the fall administration of district assessments.