



Curriculum Summary

Grade 5

2020 - 2021

The Skokie School

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INTRODUCTION

This document outlines the goals of our fifth grade curriculum. Teachers actively partake in the ongoing evaluation and revision of curriculum and utilize various materials, programs, activities, and strategies to implement the following goals.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM:

READING	WRITING
<p style="text-align: center;">READ ALOUD</p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;">SHARED READING</p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

READING	WRITING
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	

INDEPENDENT READING

Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.

DAILY WRITING OPPORTUNITIES

Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to produce clear and accurate texts to inform or explain.

Essential Questions

- How do I explain my topic clearly to my reader?
- How do I organize and structure my informational writing?
- How can I use nonfiction text features to clarify the purpose of my writing?
- How can the information I am finding in sources support my analysis, reflection, and research?

Understandings- Students will Understand that...

- Conveying information and ideas clearly depends upon selecting and analyzing information and organizing that content for a specific purpose.
- A writer's purpose is to demonstrate understanding of a topic and for readers to become informed.
- A writer uses a variety of resources to build knowledge through investigation of different aspects of a topic.

Key Knowledge- Students will Know....

- Non-fiction text features convey information and meaning.

- Various non-fiction text structures such as descriptive, chronological, compare/contrast, pro/con, problem/solution, and cause/effect.
- Various transitions (words or phrases) to use within and between paragraphs.
- The proper format for quoting and citing sources from text.

Essential Skills- Students will be skilled at...

- Introducing a topic clearly and grouping related information in paragraphs and sections.
- Writing a lead that gets their readers interested and introduces the subtopics.
- Selecting a structure that best conveys meaning.
- Including formatting (e.g., headings, subheadings), illustrations, and multimedia when useful to aid comprehension.
- Developing the topic with a variety of information such as examples, details, dates, quotes, or other related information.
- Linking ideas within categories of information using words and phrases (e.g. consequently, as a result, because of this, in contrast, by comparison, and especially.)
- Using commas and periods to fix run-on sentences.
- Using quotation marks when directly quoting a source.
- Listing sources used.
- Using vocabulary of experts and explaining key terms.

- Providing a concluding statement or section related to the information or explanation presented and may offer a final thought or suggestion for readers to consider.

Opinion Writing

Transfer

Students will be able to independently use their learning to produce clear and coherent writing (Research-Based Argument Essay) to persuade a target audience.

Essential Questions

- What evidence can I use to build strong support for my argument?
- How do I organize and present my argument?
- How do I develop my argument using different resources?
- How do I evaluate if a source is relevant and reliable?

Understandings- Students will Understand that...

- An argument’s effectiveness depends upon the relevance and reliability of the supporting evidence and how the argument is conveyed.
- Effective researchers investigate the credibility and accuracy of information.

Key Knowledge- Students will Know...

- Reasons are supported by evidence such as: facts, examples, quotations, micro-stories, and information to support the claim.
- Transitions can be used to connect evidence back to reasons.
- Definitions of the following terms: claim, evidence, reasons, boxes and bullets, relevant, reliable, and credible.

Essential Skills- Students will be Skilled at...

- Stating a clear claim.
- Writing an introduction that hooked readers, by including a fact, asking a question, and telling readers what was significant about the topic.
- Providing distinct evidence that does not overlap for each reason.
- Using transition words and phrases to introduce evidence such as: *this shows, most important reason, consequently, because of, specifically, and in particular.*
- Grouping information and related ideas into paragraphs.
- Organizing writing in an order that supports the claim.
- Including evidence such as facts, examples, quotations, mini-stories, and information to support the claim.
- Making deliberate word choices to convince readers.
- Explaining and analyzing how evidence strengthens the argument.

- Writing an ending or concluding statement that connects back to the claim.
- Using knowledge about word patterns, homophones, and high frequency words to spell correctly.
- Using appropriate capitalization and punctuation.
- Writing compound and complex sentences using appropriate punctuation.

Narrative Writing

Transfer

Students will be able to independently use their learning to produce personal narratives based on real experiences or events.

Essential Questions

- What is my narrative really about?
- What is the heart of my story?
- How do writers get their readers to sit on the edge of their seats? What makes a narrative engaging?
- How do I effectively organize and structure my narrative?

Understandings- Students will Understand that...

- Narratives provide a way to share real experiences and/or events in writing.
- Writers use effective techniques, descriptive details, and clear event sequences in their narratives.
- Writers organize their narratives to effectively tell their stories.

Key Knowledge- Students will Know....

- A story unfolds to lead the reader to the heart of the story.
- Definitions of the following terms: flash forward, flashback, metaphor, and simile.
- Writers develop momentum through details and transitions (slowing down the story or speeding it up).
- Paragraphs are used to separate different parts or times or to show when a new character speaks.
- Descriptive details such as actions, thoughts, and feelings develop the characters and plot(s) within the story.
- Endings can connect the reader to the main part of the story.

Essential Skills- Students will be skilled at...

- Collecting small moment stories about experiences.
- Writing a beginning that shows what is happening and where.
- Organizing an event sequence that unfolds naturally.
- Showing the passage of time in complicated ways perhaps by showing things happening at the same time or flashback and flash-forward.
- Using paragraphs to separate different parts, times, and when a new character speaks.
- Developing some parts of the story that are longer and more developed than others such as the heart of the story.

- Using dialogue and descriptions of actions, thoughts, and feelings to develop character, setting, and plot.
- Using dialogue and descriptions to show why the characters did what they did or to show the response of characters.
- Including precise details and figurative language.
- Providing an ending that connects to the main part of the story.
- Using commas to set off introductory parts of sentences or to show talking directly to someone.

READING

Building an Independent Reading Life

Transfer

Students will understand that reading and conversations around reading enrich one's life.

Essential Questions

- How would I describe myself as a reader?
- What habits can help me grow as a reader?
- How do I make meaning of increasingly difficult texts?
- How do conversations about reading deepen my understanding of the text?

Understandings- Students will Understand that...

- Readers reflect and make intentional decisions about their reading.
- The more you read, the stronger reader you become.
- Readers grow when they engage in conversations centered around texts.

Key Knowledge- Students will Know....

- Actively engaging with a text while reading deepens understanding.
- Reading daily is essential.
- Conversations about books broaden readers' perspectives.
- The importance of reading "just right" books.
- Reflecting and goal setting are important practices.

- Key terms:
 - "just right" books
 - choice
 - fluency
 - stamina
 - volume

Essential Skills- Students will be skilled at...

- Selecting a "just right" text.
- Read a variety of print and digital texts.
- Knowing when to abandon a text.
- Monitoring independent reading.
- Engaging in a conversation with a partner or group.
- Reflecting on how reading habits impact reading success.
- Responding to reading.
- Self-monitoring reading.
- Setting goals around reading.
- Using multiple strategies to help uncover a text.

Literature

Transfer

Students will comprehend, analyze, and respond to a variety of genres as actively engaged members of a community.

Essential Questions

- How do readers understand what a text (including multimedia) is about and support their thinking with evidence?
- How does the text's structure and the author's point of view influence the reader's interpretation?
- What can readers learn about theme within and across texts?
- What can readers learn by comparing texts within the same genre?

Understandings- Students will Understand that...

- Inferences and interpretations are supported by citing appropriate details within the text.
- A text's organizational structure helps readers analyze and comprehend the text.
- Readers consider an author's point of view or choice of narrator to better interpret and explain the events in the text.
- Comparing and contrasting texts within the same genre leads to a better understanding of theme.
- Comparing and contrasting characters, setting, and events leads to a better understanding of the story.

Key Knowledge- Students will Know....

- The difference between genres such as myths, realistic fiction, historical fiction, fantasy, science fiction, poetry, drama/reader's theater, and mystery.
- Comprehension skills such as asking and answering questions, inferring, making connections, summarizing, synthesizing, and visualizing.
- Text evidence must be found directly in the text.

- Author structure such as scene, chapter, and stanza.
- The difference between first person and third person point of view.
- Words and phrases in text convey certain meaning and tone.
- Key terms:
 - elements of a story
 - character: protagonist, antagonist
 - narrator
 - theme
 - setting
 - plot: story arc, conflicts, rising action, climax, falling action, resolution
 - figurative language
 - similes and metaphors
 - multimedia
- Different ways to respond to literature such as journals, letters, post-its, annotations, discussions, graphic organizers, essays.

Essential Skills- Students will be Skilled at...

- Selecting "just right" books.
- Identifying the difference between genres.
- Determining the meaning of words and phrases in a text.
- Using comprehension strategies to understand literature. Examples include:
 - asking and answering questions
 - determining importance
 - inferring
 - making predictions
 - summarizing text

- synthesizing
- visualizing
- Identifying the author’s structure.
- Distinguishing between first and third person point of view.
- Comparing and contrasting two or more texts.
- Identifying themes in a text.
- Using evidence to support opinions and ideas in reading response work.

- Reading multiple informational texts about a topic deepens understanding by providing varying perspectives.
- Readers identify a text’s organizational structure to comprehend the text.
- Informational texts are organized around a main idea and supported by key details that help explain that idea.
- Informational texts can be supported by various forms of media (can complement text and/or offer additional information).
- The ideas and parts of informational texts are interdependent; they interact with one another to convey the relationship between the ideas, individuals, events, or concepts in a text.
- Readers develop their thinking based on what they infer from details and examples in the text.

Information

Transfer

Students will read informational texts to learn more about the world, inform decision making, and become engaged citizens.

Essential Questions

- How do readers deepen their understanding of informational texts?
- How does the text structure influence the way a reader analyzes and comprehends the text?
- What can readers learn by comparing main ideas and key details in two or more texts?
- How are the parts of an informational text connected?
- How do readers know what an author is trying to say?

Understandings- Students will Understand that...

Key Knowledge- Students will Know....

- Comprehension skills such as asking and answering questions, determining importance, inferring, making connections, summarizing, and visualizing.
- Details of informational text(s) support the main idea(s).
- Some of the ways the information in text can be organized include cause and effect, comparison and contrast, chronological sequence, and problem/solution (text structure).
- Text features help explain or clarify what is in the text. Examples include:
 - headings
 - sub-headings

- bold print
- tables of contents
- glossaries
- indexes
- key words
- sidebars
- hyperlinks
- icons
- diagrams/graphs
- maps
- photographs
- captions
- labels
- Different texts can provide new information and varying perspectives on a topic.
- The difference between a firsthand and secondhand account.

- Determining the meaning of unfamiliar words in context and by using text features.
- Identifying and using text features.
- Describing how historical events are related, scientific events are related, or steps in a set of directions are related.
- Comparing and contrasting texts on a topic.
- Analyzing multiple accounts of the same topic or event (firsthand and secondhand accounts, differences in point of view).
- Drawing on information from multiple print or digital sources.
- Locating an answer to a question or to solve a problem efficiently.

Essential Skills- Students will be skilled at...

- Using comprehension strategies to understand informational text. Examples include:
 - asking and answering questions
 - determining importance
 - making connections
 - making inferences and supporting them with evidence
 - making predictions
 - summarizing
 - visualizing
- Determining the main idea of a text and the supporting details.
- Identifying the informational text structures.
- Utilizing text structure to enhance understanding.

READING SUPPORT SERVICES

Additional reading support services from the Reading Specialist are available for fifth grade students as appropriate. The classroom teacher will recommend this service as needed.

ENGLISH AS A SECOND LANGUAGE (ESL)

Support services for English Language Learners are available.

WORD STUDY

There is an explicit and systematic approach to teaching spelling and word study. Explicit instruction is balanced with differentiated studies and word consciousness.

Word consciousness refers to providing a print/word rich environment, fostering word play, integrating vocabulary in writing, and reading aloud.

As skills are introduced, students engage in activities for repeated practice. There is high exposure to words in context and within content. Vocabulary acquisition is connected to content areas such as math, social studies, and science as well as to the arts, kinetic wellness, and technology. Through explicit teaching and an integrated approach, students are exposed to a high volume of words each year.

Spelling includes the following:

- Spelling patterns
- Word families
- High frequency words

Vocabulary acquisition includes the following:

- Phonics and word recognition
- Unknown and multiple-meaning words and phrases
- Greek or Latin affixes and roots
- Figurative language, word relationships, and nuances in word meanings
- General academic words and phrases
- Domain-specific words and phrases

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily

linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in Fifth Grade:

- Use a comma to separate an introductory element from the rest of a sentence.
- Explain the function of conjunctions in general and their function in sentences.
- Explain the function of prepositions in general and their function in sentences.
- Explain the function of interjections in general and their function in sentences.
- Ensure pronoun-antecedent agreement.
- Choose words and phrases to convey ideas precisely.
- Correctly use frequently confused words (e.g. to, two, too; there, their).
- Recognize and appropriately use linking and helping verbs.
- Ensure correct subject-verb agreement.
- Form and use perfect verb tenses (e.g., I had walked, I have walked, I will have walked).
- Choose words for effect.
- Use underlining, quotation marks, or italics to indicate titles of works.

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of

expertise, and an appreciation of the connectedness of math concepts to the real world

- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADE 5 CRITICAL AREAS

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and the division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).
- Extending division of 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.
- Developing understanding of volume.

GRADE 5 OVERVIEW

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 hundredths.

Number and Operations- Fractions

- 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.

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 to 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.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.
- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children's motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

EARTH AND SPACE SCIENCE

Big Ideas: Earth's Systems

Students describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth.

Essential Questions

- How do forces change Earth's features over time?
- How do Earth's major systems interact?
- How do humans depend on Earth's resources?
- How do humans change the planet?
- How do engineers solve problems?
- How do scientists answer questions?

Understandings - Students will Understand that...

- Geosphere, biosphere, hydrosphere, and/or atmosphere interact. A system can be described in terms of its components and their interactions.
- There is evidence of distribution of water on Earth. Standard units are used to measure and describe physical quantities.
- Individual communities use science ideas to protect the Earth's resources and environment. A system can be described in terms of its components and their interactions.

Key Knowledge- Students will Know...

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere

(water and ice), the atmosphere (air), and the biosphere (living things, including humans).

- The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate.
- Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.
- Human activities have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
- Key Terms
 - Earth's major systems: geosphere, hydrosphere, atmosphere, biosphere

Essential Skills- Students will be skilled at...

- Developing and using models.
- Using mathematics and computational thinking.
- Obtaining, evaluating, and communicating information.

Big Ideas: Stars and the Solar System

Students understand patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Essential Questions

- What is Earth's place in the universe?
- What causes the predictable daily and annual patterns we experience?
- Why doesn't gravity pull in all directions?

Understandings - Students will Understand that...

- Apparent brightness of the sun and stars is due to their relative distances from Earth. Natural objects exist from the very small to the immensely large.
- Daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky have patterns. Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.
- Gravitational force exerted by Earth on objects is directed down. Cause and effect relationships are routinely identified and used to explain change.

Key Knowledge- Students will Know...

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.
- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
- The gravitational force of Earth acting on an object

near Earth's surface pulls that object toward the planet's center.

- Key Terms
 - compass
 - axis, rotation
 - night/day
 - revolution
 - gravity

Essential Skills- Students will be skilled at...

- Analyzing and interpreting data
- Engaging in argument from evidence

LIFE SCIENCE

Big Ideas: Matter and Energy in Organisms and Ecosystems

Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

Essential Questions

- Where does the matter in living things come from and where does it go when they die?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Plants get the materials they need for growth chiefly from air and water. *Matter is transported into, out of, and within systems.*
- Matter moves among plants, animals, decomposers, and the environment. *A system can be described in terms of its components and their interactions.*
- The energy of animals' food was once energy from the sun. *Energy can be transferred in various ways and between objects.*

Key Knowledge- Students will Know....

- Plants acquire their material for growth chiefly from air and water.
- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants.
- Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to soil.
- Organisms can survive only in environments in which their particular needs are met.
- A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

- The energy released (from) food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).
- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.
- Key Terms
 - consumers, producers, decomposers
 - ecosystem
 - biotic
 - abiotic

Essential Skills- Students will be skilled at...

- Developing and using models
- Engaging in argument from evidence

PHYSICAL SCIENCE

Big Ideas: Structure and Properties of Matter

Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances.

Essential Questions

- What properties do all types of matter have in common?
- What evidence can we show to support whether matter can be created or destroyed?
- How can the structure, properties, and interactions of matter be explained?
- How can changes in matter be explained?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Matter is made of particles too small to be seen. *Natural objects exist from the very small to the immensely large.*
- Regardless of the type of change that matter undergoes, the total weight of matter is conserved. *Standard units are used to measure and describe physical quantities.*
- Materials are identified based on their properties. *Standard units are used to measure and describe physical quantities.*
- Mixing of two or more substances results in new substances. *Cause and effect relationships are routinely identified, tested, and used to explain change.*

Key Knowledge- Students will Know....

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means.
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.

- Measurements of a variety of properties can be used to identify materials.
- When two or more different substances are mixed, a new substance with different properties may be formed.
- No matter what reaction or change in properties occurs, the total weight of the substances does not change.
- The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).
- Key Terms
 - particle model of matter
 - liquid, gas, solid
 - physical change, chemical change
 - reactant
 - product
 - law of conservation
 - solution

Essential Skills- Students will be skilled at...

- Developing and using models.
- Planning and carrying out investigations.
- Using mathematics and computational thinking.

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

Key Beliefs

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to

develop critical thinking, empathy, and compassion.

Illinois Social Studies Standards

The vision put forth by the new standards is to *produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.*

The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence
 - Causation and Argumentation

UNIT ONE

ESSENTIAL QUESTION

- What causes change?

SUPPORTING QUESTIONS

- What are the effects of change?
- What happens when some want change and others don't?
- Why do people want change?
- How do people resist power structures?

TRANSFER GOAL

Students will be able to independently use their learning to identify a problem or challenge and understand its causes, effects, and utilize strategies to develop a solution and move forward.

UNDERSTANDINGS- Students will understand...

- People have different perspectives.
- People want change for different reasons.
- Risks are involved when trying to make a change.
- Change has a variety of different effects.
- Societal structures produce different levels of power.

KEY KNOWLEDGE- Students will know...

- The different types of Colonial trades.
- The impact of significant transformative events.
- Famous battles that shaped the outcome of the war.
- The formation of our government structure: monarchy vs. democracy
- The historical legislation and acts that led to the war.
- The impact of various changemakers.

ESSENTIAL SKILLS- Students will be skilled at...

- Describing various trades and how they influenced the future of the economy.
- Discussing transformative events and their impact.
- Reviewing famous battles.
- Comparing different government structures.
- Describing how legislation and acts impact society.
- Investigating changemakers.

UNIT TWO

ESSENTIAL QUESTION

- What motivates people to seek new frontiers?

SUPPORTING QUESTIONS

- What is the appeal of a new frontier?
- What are the effects of settling a new frontier?
- Who is impacted by the expansion/move?
- How does seeking new frontiers influence an economy?

TRANSFER GOAL

Students will be able to independently use their learning to understand how the behaviors of people from the past seeking new frontiers can inform judgements about modern day frontiers.

UNDERSTANDINGS- Students will understand...

- New frontiers offer new opportunities to some groups.
- There are gains and risks to those who seek out new frontiers.
- People, land and resources can be disturbed from the move.

- When exploring new frontiers, it can be hard to anticipate all of the possible impacts.
- Exploring new frontiers can impact the economic growth of a society.

KEY KNOWLEDGE- Students will know...

- Characteristics or necessities of organized trails.
- Benefits of the Louisiana Purchase and its impact on westward expansion.
- Roles of famous people and explorers.
- Historical acts and conflicts that occurred during the time of westward expansion and how different groups were impacted.
- Reasons why people went west.
- Different types of economic incentives for moving westward.
- The technology that influenced industrialization of the nation.

ESSENTIAL SKILLS- Students will be skilled at...

- Evaluating how important land purchases allowed Americans to seek new frontiers/opportunities.
- Analyzing the positive and negative effects of exploring a new frontier.
- Comparing and contrasting the perspectives of Native Americans vs. settlers.
- Identifying influential persons, and their contributions, of the westward movement.
- Documenting and mapping important events and places.
- Discussing the relationship between transportation and the economy.
- Reflect on how the Americans acquired the west and Oregon territory.
- Describing the effects of the gold rush on the US economy.

- Recall how natural resources were used to benefit the economy.

KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

Kinetic Wellness Department Beliefs

Health and Wellness

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

Physical Development

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

Students will experience units in the following strands of KW in Grade 5:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children's capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning — as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

5TH GRADE RELATED STUDIES PROGRAM

The Related Studies Department at The Skokie School offers a strong program focusing on exploration, discovery of talents and interests, problem solving, independence, and creativity. The related studies curriculum addresses different learning styles of middle school students by offering new experiences emphasizing teamwork, developing aesthetic values, encouraging quality craftsmanship, enhancing creative resources, and promoting physical well being of the student. The following courses are the related studies exploratory courses for The Skokie School's fifth graders.

ART

The fifth graders experience art for a 12-week period one time during the school year. Students learn to use the elements and principles of design to create individual and collaborative artworks using a variety of media including drawing, painting, ceramics, sculpture, mixed media and digital/tech arts. The Studio Arts curriculum is often coordinated with the fifth grade academic curriculum, and will include elements of inquiry based, experiential, choice based, problem based, project based, and social-emotional learning experiences. The art program is designed to allow each student to problem-solve in a creative and individual manner. Art promotes the development of a child perceptually, intellectually, creatively, emotionally, and socially. Art provides a unique way of thinking and problem solving which contributes to a positive self-image.

CADET BAND

Students will begin to learn the fundamentals of the band instruments of their choice. Each student will have one half-hour, small group lesson each week. Each student also attends one rehearsal before school on either Tuesday or Thursday. This rehearsal combines all beginning band students for a full band rehearsal at The Skokie School. In the second semester, some students may be asked to participate in the Lion Jazz Band. Beginning students will perform two concerts their first year—one in the Winter and one in the Spring.

DIGITAL LITERACY

This course reinforces the 5th Grade curricular learning goals through technology integration. Students utilize digital tools to strengthen skills such as critical thinking, creative problem solving, collaboration, and communication. Students will also demonstrate competency in digital citizenship, further develop research and information fluency, as well as build strategies to succeed in future technological environments.

ORCHESTRA

Continuation of the string program as developed in the elementary schools with a focus on the development and refinement of techniques needed for playing stringed instruments as a member of an ensemble. Orchestra introduces the great composers of orchestral literature: Mozart, Haydn, Bach, and Beethoven. It will include the study of all aspects of orchestral playing: scale work, intonation, dynamics, bowing, and general musicianship. Orchestra is a full-year commitment.

DRAMA

Fifth grade drama at the Skokie school is an introduction to the concepts and techniques of creative drama. Students move through a series of exercises designed to simultaneously encourage self-confidence and group responsiveness. The ensemble members learn to express themselves and contribute, yet retain appropriate self-control as they explore non-verbal communication, pantomime, improvisation, and story drama. Elements of story, and appropriate audience behavior are taught explicitly, as small groups work cooperatively to create scenes sourced from literature, but created by the students using their imagination and collaboration.

GENERAL MUSIC

5th Grade General Music is a trimester course that focuses on experiencing music through exploration. Through the various units, students explore music making as it relates to social traditions, cultural unification, entertainment, technology, mood, narration, and self-expression. At the same time, students develop their skills as young musicians through the performance of individual/group compositions; reflect on their growth as young musicians; and strengthen their capacity to collaborate with others.

RESOURCE CENTER

The role of the Resource Center is to act as an extension of the classroom, enhancing the learning of students in curricular areas as well as individual areas of interest. The Resource Center is a provider of materials, activities, and human resources. For fifth grade students the Resource Center offers:

LIBRARY

- Appreciation of the library as a storehouse of knowledge
- Appreciation of literature—fiction, poetry, nonfiction, biography
- Appropriate use of a library, materials, and equipment
- Arrangement of materials in order—alphabetical, numerical, Dewey decimal
- Procedures for borrowing materials from a library.
- Study the parts of a book
- Use of the electronic catalog
- Use of print and electronic reference materials—dictionaries, encyclopedias, atlases, almanacs, indexes, biographical works

WORLD LANGUAGE

VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages. By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1st-8th grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

Grade 5 Big Ideas

- Connections
- Comparisons
- Communication

Essential Questions

- Can you understand what I am saying and can you show me?
- What behaviors support acquiring another language?

Understandings

- In order to acquire language I need to actively engage in class.
- Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning.
- False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.
- Careful listening helps me replicate sounds.
- When listening to someone speak, I can rely on helpful cues such as body language, gestures and intonation.
- Reading comprehensible texts support language acquisition.
- When reading I can look for words I know, refer to pictures, and use context clues.
- Good readers look for words they know, and exploit pictures and context clues.

- When I don't know a word, I can describe it using other words (circumlocution).
- Gestures and word associations help me remember Spanish.
- Languages do not translate literally.

Students will know...

- Several high frequency verbs: querer, tener, ir, gustar, ser, estar, necesitar.
- Other verbs such as hablar, buscar.
- Story vocabulary such as: sacar fotos, visita, famoso(a), tocar, no toques, camina, se sienta, de repente.
- Expressions: le da, me da, me dice, se sube, cree que.
- Adjectives to describe people, objects and animals.
- Ordinal numbers (primero, segundo, tercero...)
- Expressions and rejoinders, such as: qué asco, es obvio, es ridículo, por supuesto.

Students will be skilled at...

- Show comprehension of personalized questions by: gesturing, responding, drawing, translation, and dramatizing.
- Respond orally to personalized questions (such as things they have / want/ need/ like).
- Show comprehension of oral TPRS stories by: gesturing, answering questions, writing, drawing, translation, and dramatizing.
- Respond to TPRS questions using unit vocabulary.

- Show comprehension of written TPRS stories by: gesturing, answering questions, writing, drawing, translation, and dramatizing.
- Answer questions about a story.
- Offer details to a story orally.
- Retell main ideas of a short story to a partner.
- Read short stories that use vocabulary learned in class.
- Write sentences / short paragraph using vocabulary learned in class.
- Respond to commands related to vocabulary taught in class (dance like a, sing like a, put away your.....).

5TH GRADE EXTRACURRICULAR OFFERINGS

In addition to the regular curriculum, there are several before-school or after-school opportunities for students including, but not limited to:

AFTER-SCHOOL SPORTS

A coeducational after-school sports program is offered for fifth graders from September through May. The experience is geared for all skill levels with an emphasis on participation and fun. Children will participate in flag football, soccer, floor hockey, basketball, volleyball, softball/blam ball, and other low-organized games. There is a fee associated with this program.

ART CLUB

Art Club is one part activities club and one part social club. This offering gives students the opportunity to explore a variety of media and processes through both instructor led projects and open studio time. Art Club is a wonderful opportunity to meet new friends, socialize with peers, and celebrate both shared passions and creative differences.

CHORUS

The Skokie Chorus is a before school opportunity for 5th and 6th graders that love to sing to experience learning music and performing as part of an ensemble. Singers develop vocal and interpretive skills that strengthen their musical, choral, and vocal abilities. Chorus rehearses once a week and performs at concerts, assemblies, and other events throughout the year.

MEMORY BOOK CLUB

5th and 6th graders create the annual yearbook in the Skokie School Memory Book Club. As a club, the participants design, take and collect photographs, create layouts, promote and distribute the annual yearbook to their classmates. This club is supported by a Skokie School teacher but is largely a reflection of the creative efforts and interests of Skokie students. It runs from October to March before school on Mondays.

SCIENCE OLYMPIAD

The Skokie School Division A Science Olympiad Team is a non-competitive team of students supported by Skokie School Teachers. The team pursues specific challenges and projects in preparation for eventual participation in the nationally competitive team offered at Washburne. This is an engaging, creative and thoughtful experience for students who show an interest in Math, Science and Technology, and a great opportunity to work collaboratively with a team to problem solve, build, and create.

