

## Visual Arts

The study of visual arts builds on learning that was introduced and emphasized at previous grade levels. Skills and concepts continue to be developed through guided practice, independent choice and problem-solving.

Visual arts emphasis at Grade 5 is on:

- Integrating and synthesizing subject matter and current events
- Evaluating results and recognizing which media will be successful in given situations
- Learning how the principles of design work together
- Cultures of the Americas, plants, interdependence
- Exploring the arts of the Americas

Students in Grade 5 attend formal art class weekly with a professional art teacher. They will be exposed to the idea that art can be a hobby or profession.

## Music

The study of music builds upon skills learned in the fourth grade. Once a week, children attend formal music classes with a professional music teacher. Learning is more structured than in previous grade levels. Focus areas include: the ability to demonstrate expression while singing and playing instruments; increasing the ability to sing on pitch and play various rhythms; developing skills in creating and composing music using major and minor scales; reading pitches in treble and/or bass clef; developing listening skills; and an understanding of music in relation to history and culture. Children learn to respond to music and show respect for the efforts of others. At the end of the year, fifth grade students may choose to participate in middle school band and orchestra. An evaluation by a middle school band or orchestra director will assist students in the selection of an appropriate instrument. Instruments may be leased or purchased from local music dealers.

## Physical Education (PE)

Students attend physical education with a certified physical education teacher at least once a week. Focus is placed on gaining competency in a variety of movement forms and proficiency in a few movement forms. In the Fifth Grade there is an increased emphasis on body control, form and applying strategies (i.e., for success games, working as a team, resolving conflicts, etc.). Students demonstrate throwing, passing, dribbling, catching and shooting skills in team sports, forehand and backhand striking skills in individual/dual sports, and skills necessary for participation in educational gymnastics, dance and nontraditional games. In addition, students demonstrate: an understanding of appropriate exercise and training principles (warm-ups, pacing, cool down, FIT), respect for individual differences in physical activity settings, problem-solving skills, and participation as both leader and follower. Students also learn to analyze and evaluate movement of self and peers, and report honestly and accurately.

## Health Education

**Fifth Graders learn that there are things they can do to be healthy.**

Fifth Graders learn basic first aid, discuss environmental and consumer health issues, and the importance of healthy relationships.

Parents/Guardians will receive a Family Living, Ethical Behavior and Human Sexuality (FLEBHS) Parent Packet which is designed to share curriculum information with the family. FLEBHS curriculum emphasizes positive behavior, attitude development and guidance related to relationships with family members and others. Students receive instruction in male and female anatomy and physiology, and identifying the changes they will experience as they go through puberty.

If you do not wish for you child to participate in this unit, you must sign and return the The Request for Student Exemption form requesting the alternative unit of study. The form can be found in the FLEBHS Parent Packet, which is sent home with every student two weeks prior to FLEBHS instruction. The alternate unit of study consists of an individual contract of activities, essays and projects dealing with the study of health, (i.e., the history of health, care of teeth, consumer health education, disease, systems in the human body, smoking, old age, and medical procedures).

## Special Education

Some children have special needs. It may be discovered through the course of the year that your child has special needs, either because of a learning problem that affects his ability to process information or because of special physical, mental or emotional conditions. Your teacher may discuss the need for further testing or you may notice a problem yourself that you choose to discuss with the school. If your child is evaluated and properly identified, you and a team of teachers will develop an Individualized Education Program, (IEP) or create a Section 504 Plan (a special instruction sheet that deals specifically with your child's needs). Charlotte-Mecklenburg Schools offers all services required by federal and state laws and guidelines.

## Parent Support

### Reading

- Provide opportunities to sequence and retell stories
- Increase minutes of daily, independent reading at the child's reading level
- Research information on topics of interest and use the library
- Write letters, reports and journal entries based on informed judgments
- Read and interpret maps, charts and graphs

### Math

- Practice multiplying and dividing
- Practice multiplication facts
- Find the area and perimeter of 2-dimensional objects like squares and rectangles
- Look for patterns in nature, clothes, buildings, etc.
- Find a table in the newspaper and extend it
- Discuss graphs found in the newspaper
- Record several temperatures; then find the range, median and mode
- Record the weekly temperature on a grid
- Play games involving spinners and dice

### Writing

- Read with your child. Look for ways that authors use action words
- Ask the child to list everything he/she knows about a topic (zebras, baseball, girl scouts, trucks, water, etc.). Then ask him/her to categorize the information (ex: ZEBRAS: Write down ideas about how they look, what they eat, where they live, their habits, etc.). Parents may contribute to the brainstorming of information so that the child will have many ideas to organize. The student can construct paragraphs from the grouping of relevant ideas
- Listen and respond to stories relating personal experiences
- Research information on topics of interest and use the library
- Write letters, reports and journal entries based on informed judgments

*In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.*



*Especially for Parents*

# Family Curriculum Guide

**Curriculum and Instruction - 980-343-6975**  
**Family Services - 980-343-6256**



REACH FURTHER.

**Global competitiveness starts here.**

Students in the fifth grade are preparing for the transition to middle school. As part of this preparation, they will typically be given homework assignments in several subjects and will strive to complete them on time.

## English (Language Arts)

Fifth graders are reading for pleasure and information. By using the strategies and skills developed in previous grades, they are allowed to focus on personal concept and thought development. Students will be reading from a variety of stories, chapter books and nonfiction material using comprehension strategies and skills.

### Fifth graders will read independently.

Fifth graders will be reading many different kinds of stories this year. They will continue to build their vocabulary and increase the number of words they recognize.

### Fifth graders will continue to develop word attack skills.

Fifth graders will continue to use decoding skills when encountering unknown words by breaking the word apart and looking at the meaning of the parts (prefixes, suffixes, and roots). They will also be using dictionaries to look up new words. They will use many different skills to help them understand what they have read.

### Fifth graders will develop concepts and personal thoughts about what they have read.

Fifth graders will be developing ideas through discussion of their feelings and reaction to what is being read. They will be able to identify character, setting, and plot.

### Fifth graders will independently use comprehension strategies and skills.

Fifth graders will be using specific comprehension strategies to allow self-monitoring of understanding, making sense of text and solving problems while reading. Students will also be using comprehension skills to deepen the reader's understanding of the logic behind the text.

### Fifth graders will learn research and inquiry skills.

Students will be developing inquiry and exploration skills that focus on the production of genuine research. These concepts will be developed from the thematic based literature read and explored during class.

### Fifth graders compose a variety of types of writing.

Fifth graders are able to organize their compositions in a logical manner. They write biographies, research reports, narratives, plays, poetry, and letters. They also write to inform and persuade their audiences. They learn the basic forms of letter writing. They write formal letters, casual letters, and invitations. They learn the correct ways to begin and end all types of letters.

### Fifth graders edit their work.

After completing their writing, fifth graders share their work with small groups or the class. They receive suggestions and compliments from their classmates and then, using this advice and instruction from the teacher, they improve and correct their own work.

Demonstrate appropriate use of copyrighted materials in word processing documents used for content area projects/products.

## Technology Integration: Word Processing

- Recognize and explain the advantages and disadvantages of using word processing to create content area projects/products.
- Demonstrate appropriate use of copyrighted materials in word processing documents used for content area projects/products.

## Mathematics

### Major Concepts

- Place value through the thousandths place
- Addition and subtraction of fractions
- Properties of polygons
- Using a protractor
- Rotational symmetry
- Sums of the interior angles
- Stem-and-leaf plots
- Median, range, and mode
- Patterns in tables and on graphs
- One-step equations and inequalities
- Rates of change

### Skills to Maintain

- Whole number computation
- Perimeter and area
- Line, bar, and circle graphs
- Coordinate grids

## Technology Integration: Spreadsheet

- Recognize, discuss, and explore how spreadsheets are used to calculate, graph, and present data in a variety of settings (e.g., schools, government, business, industry, mathematics, science).

### Expanded Notation

$$562,789,654 = 500,000,000 + 60,000,000 + 2,000,000 + 700,000 + 80,000 + 9,000 + 600 + 50 + 4$$

## Social Studies

In fifth grade, students build on the concepts and skills developed in the fourth grade study of North Carolina as they extend their focus to geographic regions of the United States, Canada, Mexico and Central America.

### Fifth graders study the people living in North America; their beliefs and values and how they use and adapt to their environment.

Fifth graders study the people who live in the United States, Canada, Mexico and Central America. They recognize similarities and differences of various ethnic groups and identify and examine the roles that they have played in the development of the US and neighboring countries, past and present. They describe how people use, modify, and adapt to their environment and they analyze the causes and consequences of the misuse of their environment.

### Fifth graders learn to locate major physical features of North America.

Fifth graders learn to use world maps and atlases. They learn to locate points on a globe using longitude and latitude and to apply their knowledge of geographic terminology to locate countries and other physical landforms.

## Fifth graders examine and compare similarities and differences among the United States, Canada, Mexico and Central America.

Fifth graders learn that they not only live in the United States but also in North America. They examine the relationship of the United States, Canada, Mexico and Central America. They study states/countries, identify regions, governments, economic resources and technological influences. Students compare how these countries are alike and different and how they interact with each other.

## Fifth graders analyze changes and assess the impact these changes have had on the development of North America.

Fifth graders identify people, symbols and events associated with the history of a region and determine the impact they have had on the economic, political and/or social development of the society. Their field trip to the Mint Museum, entitled "D.I.G.S.", provides students an opportunity to explore archeology and the pre-Columbian world of the Maya, Aztecs, and Incas. In fifth grade, students describe the effect that discoveries, inventions and innovations have had, over time, on people and their ways of making a living.

## Technology Integration: Societal/Ethical Issues

- Recognize, discuss, and visually represent changes in information technologies and the impact changes have in schools, workplace, and society in the United States.
- Explore and discuss occupations/careers that use computers/technology as a class/group.

## Science

The yearly theme of Fifth Grade is **Energy** and knowledge of this is achieved through hands-on, inquiry-based learning.

## Fifth grade students develop the skills of science

Through hands-on, inquiry based learning fifth grade students focus on using evidence, models, and reasoning to form scientific explanations. Evidence consists of observations and data on which scientific explanations are based. Students predict, observe, investigate, research, and communicate. They collect data and make measurements, control variables and infer, analyze and compare. Fifth graders take notes and keep a science notebook.

## Fifth grade students focus on the following goals from the North Carolina Standard Course of Study

The learner will:

- conduct investigations to build an understanding of the interdependence of plants and animals.
- make observations and conduct investigations to build an understanding of landforms.
- conduct investigations and use appropriate technology to build and understanding of weather and climate.
- conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.

## Fifth grade students learn in different ways.

Students must actively participate in science investigations, and use the cognitive and manipulative skills necessary for formation of scientific explanations. They examine the validity of an explanation based on evidence rather than speculation. Through experiments and investigations students conduct, shape, and modify their knowledge of science concepts and processes. Fifth graders will learn as a whole class, in teams of three, through both guided and independent learning centers. Students are encouraged to ask questions, express what they think, and compare their ideas with ideas of others. They are provided experiences so they can share and compare with classmates. Fifth graders continue to relate science to their everyday world and recognize that science is fun.