



Fifth Grade Curriculum Overview

The South Brunswick School District Curriculum being taught at the Fifth Grade level integrates the NJ Common Core State Standards (NJCCSS) in Mathematics and English Language Arts and the New Jersey Core Curriculum Content Standards (NJCCCS) in all other areas of content.¹ Students study developmentally appropriate concepts. We teach for deep understanding of the “big ideas” in each content area while we encourage students to wonder about the “essential questions.”

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. (NJCCCS 8.1)

Below is an overview of each content area for Fifth Grade.

LANGUAGE ARTS

The South Brunswick Language Arts Curriculum assumes the integration of reading, study of literature, study of informational text, writing, speaking, listening, and language (conventions, vocabulary and grammar). All the elements are meant to function together; each is incomplete without the others. The curriculum is based on Core Curriculum Content Standards.

This is a structure for Balanced Literacy in Grades 3 to 5. Elements of the workshop structure are to be scheduled in one consecutive amount of time or scheduled to align within the daily classroom time restraints. These elements lend themselves to natural integration across all content areas. Children will have opportunities to apply Language Arts Literacy skills in all of the other content areas.

The Fifth Grade Language Arts program is divided into three “blocks” which helps teachers deliver a “balanced literacy” approach: Reading, Writing and Word Study. Leveled books and trade literature are used for reading and writing instruction to provide appropriate challenge. Handwriting, practice and instruction, is part of the program as well.

The Reading Workshop Block

GUIDED READING

It is the intent of our program to develop proficient readers who see themselves as readers, who choose to read, and who will continue to be life-long readers.

The teacher works with a small group of students to study a book appropriate to the specific needs of that group. The composition of these groups is flexible and reflects the needs and interests of the children. Leveled books and trade literature are used for reading instruction.

Many of the strategies and skills presented during whole-class mini-lessons are reinforced in small group instruction where students receive greater attention and support. During guided reading, students study story structure elements and use higher-level thinking skills such as questioning, summarizing, and making inferences. Literary craft is also studied to examine the author’s use of elements such as point of view and personification.

¹ NJ has renamed standards as the NJ Student Learning Standards (NJSLS). Our curriculum documents still reflect the original names.



In addition to guided reading, there is also a shared book study of a single text with the entire class. This enables all students to enter into the world of the same story and share their views and perspectives with each other.

Throughout the year, students focus on both fiction and non-fiction genres. In Third Grade, a wide variety of literature is used, but the following literary types receive emphasis: Guided reading leveled books (fiction and non fiction) and core novels.

Guidelines:

- Small group Guided Reading instruction for students who read the same level text.
- Students demonstrate similar reading behaviors and share similar instructional needs.
- In a guided reading lesson, the focus is always on meaning.
- Groups also provide practice of concept/skill demonstrated in previous mini-lessons.
- The teacher explicitly teaches effective reading strategies for processing a variety of fiction and nonfiction text.
- Literature Study groups sometimes replace a guided reading group to focus on certain topics, authors or specific books.

MINI-LESSONS/READ ALOUD

In our efforts to develop students into independent readers, it is important that we offer instruction on how to construct meaning from text. Students focus on story elements in fiction and non-fiction text structures. In addition, they learn comprehension strategies, such as predicting, inferring, making connections, visualizing and summarizing.

Guidelines:

- Whole group read aloud. Teacher may also demonstrate and model what a proficient reader thinks while reading to comprehend texts.
- Mini-lessons with explicate instruction in the use of comprehension strategies, fluency, and vocabulary.
- Read-aloud text may be aligned to the content of the Science or Social Studies curriculum.
- Whole group discussion and turn and talk sharing with peers to facilitate comprehension of text.

STRUCTURED INDEPENDENT READING

Independent reading of self selected books

Guidelines:

- Partner reading allows for discussion about books.
- Reading response journals and other response activities are used to strengthen comprehension.

Writing Workshop Block

Teachers use the “Writing Workshop” approach to teach students the joy and purposes of writing. During “Writer’s Workshop” teachers use mini-lessons to deliver instruction, provide opportunities for students to write independently and deliver individual student conferences to help raise the quality of writing.

Students explore what it means to be a writer. They keep writer’s notebooks, choose their own topics, revise to elaborate and use writer’s craft to make their writing powerful. They write for many purposes and different audiences. Third Grade units include Personal Narrative, Realistic Fiction and Expository writing.



STRATEGIC MINI-LESSONS

During mini-lessons, students receive skill instruction to help them become proficient writers. Below are some of the skills taught in an effort to expand a repertoire of writing options:

- Use of sufficient details
- Effective word choice
- Transitional words and phrases to show time order
- Sentence combining
- Organizational options
- Punctuation rules
- Grammar/sentence structure

Guidelines:

Teacher directed, whole group instruction determined by the assessed needs of the group and the district curriculum.

- Procedural, craft, and/or skill lessons are taught during various genres studies.
- Guided practice of concept/skill demonstrated in writing mini-lesson.
- Use of mentor or touchstone texts (can be the same text used during the daily read aloud).
- Use of teacher’s personal writing to model or demonstrate a craft or skill.
- Direct instruction in structure of genre under study.
- Mini-lesson structure: Connection, Teaching Point, Active engagement and Share.

STRUCTURED INDEPENDENT WRITING

Writing

- Students self-select topics.
- Students have daily opportunities for independent writing (build stamina from 15 to 45 minutes.)
- Students have writing partners.

Conferencing

- Teacher meets with students in one-to-one conferences or flexible, small writing strategy groups.
- Students share writing with writing partners or during group shares.

SHARED OPPORTUNITIES FOR WRITERS

Guidelines: Sharing/discussion to bring closure to the writing workshop by reflecting on the day’s writing and/or some aspect of direct instruction. Students reflect: “What did I learn as a writer today?” “How will my writing help me to become a lifelong writer?” This sharing may set the stage for the next writing workshop.

The Word Study Block: (Spelling/Phonics/Vocabulary)

At all grade levels in the elementary schools, teachers use a systematic and explicit phonics, spelling and vocabulary program. Students learn how letter patterns and word chunks, such as prefixes and suffixes, impact spelling. In addition, there is a list of priority words that students learn and cannot be misspelled in their writing. Vocabulary lessons examine multiple meaning words, multi-syllabic words and words from other content areas. Students are grouped and regrouped based on spelling assessments and written samples.

Handwriting

Handwriting is practiced independently. Students also practice keyboarding on a weekly basis.



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MATHEMATICS

Fifth grade students further develop their number sense understanding. They focus on why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately. Students work with numerical expressions and the order of operations to solve mathematical problems. Fifth graders apply their base-10 understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results.

Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

In geometry, students will classify two-dimensional figures into categories based on their properties. For three-dimensional objects, students will recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems. Students use coordinate grids to graph points and represent real-world problems.

Common Core State Standards (CCSS):

- Multiplication and Division - 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.OA.1, 5.OA.2
- Numbers in Base 10 – 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4
- Number and Operations - Fractions - 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7
- Geometry, Measurement, & Data – 5.

Fifth Grade Units of Study

5th Grade	Essential Questions	Enduring Understandings
Multiplication and Division (Whole Numbers & Decimals)	<ul style="list-style-type: none"> • How do mathematical operations relate to one another? • What strategies can be used to find products and quotients? 	<ul style="list-style-type: none"> • There is a functional relationship between multiplication and division. • Flexible methods of computation involve grouping numbers in strategic ways.
Numbers in Base 10	<ul style="list-style-type: none"> • How does a number’s position affect its value? 	<ul style="list-style-type: none"> • Numbers have relative value, determined by a Base 10 number

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5th Grade	Essential Questions	Enduring Understandings
	<ul style="list-style-type: none"> How are place value patterns repeated in numbers? 	system.
Number & Operations- Fractions	<ul style="list-style-type: none"> How are numbers between 0 and 1 represented? What methods, other than standard algorithms, can be used to add, subtract, multiply, and divide fractions? 	<ul style="list-style-type: none"> A quantity can be represented numerically and visually. How can we represent real-world problems mathematically?
Geometry, Measurement, & Data	<ul style="list-style-type: none"> How are geometric properties used in everyday life? Where are patterns found in the world? Why do we use measurement? How and why do we organize information? 	<ul style="list-style-type: none"> Objects can be described, compared, and classified by geometric properties. Standard units provide a common language for communicating measurement. Data can be organized in meaningful ways so it can be interpreted and analyzed.

Materials from the Scott Foresman-Addison Wesley Mathematics, the TERC Math Investigations series and On Core Mathematics (Houghton Mifflin Harcourt) are in use in the Fifth Grade Math program. Manipulatives, computer software, and calculators are supplementing the curriculum. Over the course of the year, a fifth grade child may take part in math enrichment projects such as “Math for All Kinds of Minds” in which students work by ability on problem-based, long-range projects that will provide additional challenge and enrichment. As one component of our Gifted & Talented Services, each year we identify students in Kindergarten through Grade Five who may be ready for mathematics acceleration (that is, accelerating a full grade level in math). Multiple criteria, along with recommendations, are utilized to make such decisions on student placement.

SCIENCE

It is the intention of South Brunswick Schools to graduate all of its students with the scientific knowledge, skills and habits of mind needed to be lifelong-learners, critical thinkers, effective communicators and wise decision-makers. Students will develop and use the skills necessary for full participation in a world shaped by science and technology.

Fifth Grade students study the life, earth and physical sciences based on the 2014 NJCCCS 5.1.4.A.2, 5.1.4.a.3, 5.1.4.B.1, 5.1.4.B.3, 5.1.4.B.4, 5.1.4.C.2, 5.1.4.D.2, 5.1.4.D.3, 5.1.8.A.1, 5.1.8.A.2, 5.1.8.B.2, 5.1.8.B.3, 5.1.8.C.1, 5.1.8.C.2, 5.1.8.D.1-D.3, 5.2.4.A.1, 5.2.6.A.1, 5.2.6.A.3, 5.2.6.B.1, 5.3.4.A.3, and 5.3.6.A.1.

The 5th grade units of study are:

- Microworlds** (life) ~ How do tools help extend our sense of sight? What are the properties of magnifiers? How do you know that something exists if you can't see it?
- Chemistry & Density** (physical) ~ How do the properties of materials determine their use and identification? How might properties change after a chemical reaction? How can you change the density of an object? How do the atoms of an object effect the state of an object? What happens when two objects try to occupy the same space?

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- **Body Systems** (life) ~ How does the human body work? What are choices that people can make to help their body and what are choices people can make to hurt their body?

SOCIAL STUDIES

The expectation is that all the students of South Brunswick will develop the social studies skills and knowledge they will need to be active, informed, responsible citizens and contributing members of their communities. The students will understand history as it relates to the present and future of their lives.

Fifth Grade students study the “long ago and far away” as it relates to World History. This study is based on the 2004 NJCCCS 6.2.A & E (Civics), 6.3.A & B (World History), 6.5.A & B (Economics), and 6.6.A, B & C (Geography).

- **The Five Themes of Geography**
How does geography impact humans? How do humans impact geography?
- **Beginnings of Society**
What elements are needed for a civilization to develop?
 - *Fertile Crescent*
 - *Ancient Egypt/Nubia*
 - *Ancient Indus Valley, and*
 - *Ancient China*
- **Current Events**
Are integrated into the curriculum and taught as they are applicable

HEALTH EDUCATION

South Brunswick students need to be health literate, especially in response to all the input they receive from the media and society. Our District’s Health curriculum is firmly based on this teaching of “wellness” which can be defined as a “way of life.” Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and to make informed choices about their health now--and in the future. The Fifth Grade Health curriculum is based on 2014 NJCCCS and addresses all relevant standards for second grade with particular emphasis on 2.1.A, 2.1.B, 2.1.C, 2.1.D, 2.1.E, 2.2.!, 2.2.B, 2.3.A, 2.3.B, 2.4.A, 2.4.B, and 2.4.C.

In Fifth Grade, Health is co-taught by the classroom teacher, counselor and the nurse.

- **Human Growth & Development-** Basic concepts and ideas about the changes that occur during puberty. *How am I like and different from everyone else? Why do we change physically and emotionally? When will change happen to me? What is going on inside of me? Who can I safely go to for accurate answers to my questions?*
- **Harassment-** What harassment is, what the laws and policies say about harassment, and what children can do when encountering harassing behavior either as a victim, a witness, or a bully. What is harassment? Can you identify several different kinds of harassment? What can you do about harassment?
- **Cyber Bullying** - Safe social networking. *What is Cyber Bullying? What can you do to stop Cyber Bullying? What are the consequences for all in Cyber Bullying? How can you go from being a bystander to an upstander?*
- **Body Systems** - Understanding of what is *inside* the body. *How does the human body work? What are choices that people can make to help their body and what are choices people can make to hurt their body?*



WORLD LANGUAGE

We believe that language acquisition opens the door to global awareness. In the South Brunswick school community, every student will have the opportunity to acquire at least one world language through sustained study beginning in early elementary school and continuing through the end of high school. The language acquisition environment will be one that promotes communication and individual student success.

An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The formal study of the Spanish language continues in Grade 3 and continues through Grade 5. The curriculum is based on the 2014 NJCCCS 7.

Program delivery in Fifth Grade includes the following:

- Themes: Informal Greetings (emotions), Telling Time, Daily Activities, Foods (drinks/meals), Housing and Furnishings, Community (transportation and directions)
- Classes: Classes are held once a week.
- Approach: The curriculum is taught through thematic units using games, songs, choral responses, and activities.

ART

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Students in Grades 3-5 receive Art instruction on one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing Arts: 1.1 Creation, 1.2 History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Response and Critique.

Students in 3-5 continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students will identify artists and art styles, compare/contrast styles and societies, develop awareness of art resources in community, engage in critique of self and peers, and study art history.

5th grade is a benchmark year in the visual arts. By the end of the 5th grade students will demonstrate basic visual art literacy by...

- Identifying elements of art and principles of design that are evident in everyday life
- Comparing and contrasting works of art in various mediums that use the same elements and principles of design
- Recognizing works of art as a reflection of societal values and beliefs
- Relating common elements that define distinctive genres in art
- Recognizing the historical impact of the contributions of individual artists and art movements
- Working individually and collaboratively to create 2D and 3D works of art using the elements and principles

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- Identifying common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experimenting with various compositional approaches influenced by these styles.
- Identifying common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- Differentiating drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborating in the creation of works of art using multiple art media and art mediums, and presenting the completed works in exhibition areas inside and outside the classroom.
- Employing basic art terminology to categorize works of art
- Making informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrating how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- Assessing the application of the elements of art and principles of design
- Using evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Using discipline-specific arts terminology to evaluate the strengths and weaknesses of works of art
- Defining technical proficiency, using the elements of the arts and principles of design.
- Distinguishing ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation of works of art

MUSIC

The South Brunswick Elementary Music Curriculum is designed to allow students to experience music through many different venues such as singing, movement, games and activities, classroom instruments, composition and performance. Students learn that music is all around us. Music reflects life, builds a sense of community and helps define cultural identity. It is an art form and a form of entertainment. Students will understand that music is a universal language and music allows us to transcend time.

Students in Grades 3-5 receive general music instruction one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing Arts 1.1 The Creative Process, 1.2 History of Art and Culture, 1.3 Performing and 1.4 Aesthetics Response and Critique Methodologies.

In addition to building on the skills developed in Grades K-2, general music students in Grades 3-5 continue to develop music reading skills, and study music as it relates to world cultures and history, music dictation, theory and composition. Students also continue to develop their aural and vocal skills.

Essential Questions are related to the 3rd – 5th Grade general music experience.

- *How does music make you feel?*
- *In what ways does rhythm impact how we hear/feel music?*
- *Where else can you find rhythm?*
- *In what way does melody impact how we hear/feel music?*
- *How does melody make you feel?*
- *What is the relationship between melody and speech?*

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- *Is all music beautiful?*
- *How does creating and performing music differ from listening to music?*
- *When is music entertainment and when is it art?*
- *Why do we make music?*
- *Why do we listen to music?*
- *Why do we like the music we like?*
- *How is music made?*
- *Is all sound music?*
- *How does music impact our lives?*

Fifth Grade students are eligible to sing in chorus. Winter and spring concerts are performed for the school community.

The following Essential Questions are related to the choral experience:

- *What role does my voice play within the choir?*
- *Is all sound music?*
- *How does creating and performing music differ from listening to music?*
- *How does my individual behavior as a performer and/or audience member affect the musical performance?*
- *How does my individual participation benefit the whole ensemble?*

Fifth Grade students may also elect to study band or a string instrument. Beginner and advanced ensembles are offered to students who study instruments. Winter and spring concerts are performed for the school community. The following Essential Questions are related to the band and orchestra experience.

- *What role does my instrument play within the within an ensemble?*
- *Is all sound music?*
- *How does creating and performing music differ from listening to music?*
- *What role does music play in my life?*
- *How does my individual behavior as a performer and/or audience member affect the musical performance?*
- *How does my individual participation benefit the whole ensemble?*
- *How does playing an instrument allow me to express myself?*



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PHYSICAL EDUCATION (PE)

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

Program Delivery: Our Physical Education gymnasiums are effective 2004 NJCCC standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical wellbeing.
- Development of cognitive concepts about motor skill and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

At the elementary school level, locomotive skills, manipulative, and non-manipulative skills are routinely addressed through active participation in the activities designed by the physical education teachers. Activity-based fitness is emphasized rather than fitness through formal exercises/calisthenics.

Beginning in Grade 4, all students participate in selected fitness assessments through the FitnessGram Program. Individual results about “healthy fitness zones” are shared with parents.

LIBRARY-MEDIA PROGRAM

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians, in collaboration with classroom teachers, guide students to read and to acquire skills to access, analyze and use ideas and information with competence and confidence. The American Association of School Librarians’ “Nine Information Literacy Standards for Student Learning” serve as the foundation for the work students do in their school libraries.

We build upon the knowledge and skills learned in Fourth Grade and focus upon the following skills and knowledge in Fifth Grade

- **Literature Appreciation** - Recognize and distinguish among awards (Newberry, Caldecott...). Recall information from book talks and use it as a guide when selecting books. Recognize and distinguish among genres. Recall information presented by visiting authors/illustrators in order to better understand the process of creating literature. Utilize advanced Alexandria search methods
- **Research** - Utilize advanced MLA format. Apply cross-reference skills from indices. Brainstorm search terms. Take notes using various organizers. Locate sources using call numbers as independently as possible. Reflect on the research process for strengths and weaknesses and modify accordingly.
- **Technology** - Differentiate among databases and websites
- **5th Grade Research Bursts and Projects**- Evaluate sources. Follow rubric. Adhere to copyright guidelines. Avoid plagiarism.

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Students participate in library lessons on a routine basis where the focus is on information literacy. They learn to apply the Research and Inquiry approach when posing researchable questions, finding the information they need to respond to these questions, presenting the information in written, verbal and/or graphic form, and citing their sources.

Students participate in research “bursts” which are short research experiences based on questions that arise from study or interest. They also participate in more elongated research tasks—generally two per year.

The Library-Media Specialist and third grade teacher collaboratively teach and facilitate the research bursts and tasks

Samples of 5th grade research are as follows:

- **Five Themes of Geography.** This task is aligned with the Summative Assessment Part I from the Five Themes of Geography Unit of Study in the fifth grade Social Studies curriculum. The task will involve students in the research process while reviewing the five themes. To apply their understanding of the Five Themes of Geography and to reinforce use of databases, students will participate in a research experience. Working collaboratively, the teacher and Library Media Specialist will explain the Five Themes research task. Students will select or be assigned an area of the world (a country or an American city or state) and will use the Culturegrams database to glean information about the Five Themes as they relate to this area. Students will learn how to navigate the database, take notes using a graphic organizer, cite sources, and present their findings in a PowerPoint presentation which they create with peers and share with others. As they develop their PowerPoint, students will follow a set of criteria. The task will be done prior to the Summative Assessment Part II as outlined in the Social Studies curriculum guide.
- **Life and Careers in the 21st Century.** Overview: This task was designed to meet the College and Career Readiness Standards requiring our 5th grade students to gain an awareness of various careers and gain a basic understanding of how careers are clustered. After conducting research on career clusters and specific occupations, students will produce a report of his/her findings based on a pre-assigned job. This task is not bound to any other area of content and may be completed at a time agreed upon by the fifth grade team and the library media specialist. In addition, the task is to be implemented with full collaboration of the classroom teacher and the library-media specialist. In preparing our students for their future, 5th graders should understand the career options available, the qualifications needed, and the variety of job opportunities within a career cluster.
- **Mini Research Inquiry Bursts.** In addition to the above or in lieu of the above, third graders may engage in additional research tasks as determined by the library-media specialist and teacher based on current content being studied in class.

TECHNOLOGY

Technology is integrated into all areas of the curriculum in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge and thus meet the NJCCCS 8.1 and NJCCCS 9.1 Standards.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (NJCCCS 8.1 Educational Technology) The strands addressed in NJCCC Standard 8.1 Technological Literacy are:

- A. Technology Operations and Concepts

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- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving and Decision-Making.

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (NJCCCS 9.1 21st Century Life Skills) The strands addressed in these NJCCC Standards 9.1 21st Century Life Skills are:

- A. Critical Thinking and Problem Solving
- B. Creativity and Innovation
- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics.

As a component of our Technology Program, a technology-infused project is co-taught by the classroom teacher and a District Tech Educator in a pre-planned and systematic manner in all 5th Grade classes throughout the district using a technology that is present in the 5th Grade classrooms such as Chromebooks and Google Classroom. Each year the technology projects change to match emerging technologies, applications, and tech literacy skills.

5th grade students continue to practice their typing skills in addition to their handwriting skills.

CHARACTER EDUCATION

The *Responsive Classroom* is an approach to teaching character education that emphasizes social, emotional, and academic growth in a strong and safe school community. It is based on the five core values of CARES: Cooperation, Assertion, Responsibility, Empathy, and Self Control.

Morning Meeting, a key component of *Responsive Classroom*, helps create a classroom community where children can practice and explore social skills and merge social, emotional and academic learning. Morning Meeting addresses the English Language Arts standards of speaking, listening and viewing, as well as the Core Values legislation in NJAC 6A:16.

During Morning Meeting, the teacher and children gather in a circle at the beginning of the school day and proceed through the following components in order:

- **Greeting:** Children greet each other by name. The greeting can include a variety of handshakes and other activities.
- **Sharing:** Children share some news of interest and also respond to each other through asking questions and giving positive comments.
- **Group Activity:** The whole group does a fun, short activity together, usually with an academic focus.
- **Morning Message:** Through reading this daily message written by the teacher, children practice academic skills and build their sense of community.

The elementary counselor also supports Responsive Classroom through the comprehensive, developmental guidance and counseling program for students in grades K-5. As part of this program, the

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counselor delivers direct whole group instruction to each Fifth Grade class. This includes lessons on CARES.

Standardized Assessments for Fifth Grade

- PARCC-5 Language Arts Literacy Test
- Language Arts On-Demand Writing
- Language Arts Grade 5 Running Records
- District Research Tasks/Inquiry Bursts (rubric scored)
- PARCC-5 Math Test
- District Math Unit Pre and Post Tests
- South Brunswick Fifth Grade End-of-Year Grade Level Math Tests and Crossroads Placement Test
- Basic Math Fact Drills (Mad Minute, Otter Creek, etc.) as needed
- South Brunswick curriculum-based pre- and/or post- assessments in all areas of content
- District Art Assessment (pre-post art assessment of skill)

Reporting System

- Fifth Grade Report Cards are sent home in December, March and June.
- Parent Conferences are scheduled every fall and spring.
- The teacher and/or the parent may request additional conferences.
- PARCC Parent Report is sent home following receipt from the State.