

Guidance Curriculum

Fifth graders will:

Articulate positive ways to respond to negative comments and feelings

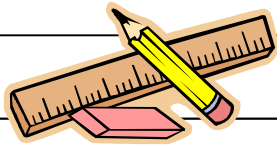
Identify feelings associated with significant experiences

Exhibit respect when they interact with others

Recognize change as a part of growth

Guidance counselors help support classroom teachers implement the "The Second Step," "Steps to Success" and "Conflict Resolution" programs.

Guidance Counselor: Sarah Peters



Library

In addition to literature, students will learn some library organizational skills.

Literature

- * Non-Fiction-History and Geography
- * Book talks
- * Mass. Children's Book Award program
- * Genre studies
- * National award winning books

Library Skills

- * Dewey Decimal System
- * Encyclopedia skills
- * Intro to organization of info
 - >Fact finding
 - >Research skills



Homework:

Weekly homework assignment sheets are given out to each child every Monday. Parents are asked to follow-up at home by checking for completed homework.



Field Trips:

Fine Arts Center Performances
History-related trip-to be determined
Ecobus (Science) -soil testing



District Assessments:

Math-middle and end of year assessments
Writing prompts-spring and fall

Standardized tests:

MCAS (Massachusetts Comprehensive Assessment System):

March 22-April 12*: Reading Comprehension

May 10-27*: Math, Science and Technology / Engineering, History/Social Science

*These dates are testing 'windows.' More specific dates will be provided in the spring.



Fifth Grade at Wildwood

2009-2010

Teacher and Room Information

Sarah Bing-Owen E-1

Liz Elder E-2

Keith Burgoyne E-4

This brochure will provide you with information about the key curriculum areas your child will study this year. We hope that you will use this as a guide in supporting your child's success at school.

如需要翻译这件文件，请联络心理辅导老师郭乃馨

电话362-1417

この文書を翻訳するか、または内容を論議するために、362-1400

を呼び、日本の訳者に話すことを頼みなさい。

Para traducir este documento o para discutir su contenido,

Wildwood Elementary

Matthew Behnke, Principal

Lisa Bailly, Assistant Principal

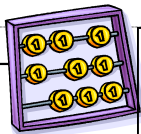
71 Strong Street

Amherst, MA 01002

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www.arps.org/ww





Math:

The fifth grade is fully implementing the 2nd edition of the math program *Investigations in Number, Data, and Space*. This curriculum supports mathematics thinking, problem solving, and engagement of students in key mathematical concepts and in-depth problems. In addition, Scott Foresman/Addison Wesley *Mathematics, Hands-On Equations* (algebra introduction), and other resources are used.

Curriculum Units:

1. [Number Puzzles and Multiple Towers](#)
2. [Prisms and Pyramids](#)
3. [Thousands of Miles, Thousands of Seats](#)
4. [What's That Portion?](#)
5. [Measuring Polygons](#)
6. [Decimals on Grids and Number Lines](#)
7. [How Many People? How Many Teams?](#)
8. [Growth Patterns](#)
9. [How Long Can You Stand on One Foot?](#)



Language arts:

Fifth graders continue on their journey of learning to read strategically by actively employing comprehension strategies that help them understand texts at deeper levels. In addition to reading and analyzing a variety of narrative texts, such as realistic and historical fiction, short story, biography and memoir, students also read and study nonfiction texts in the content areas. They demonstrate and expand their understandings through discussions, projects, and in writing. Students recognize and articulate the theme and supporting events, or the main idea and supporting details of a text, interpret graphs and maps, and make connections between what they learn and the real world. Students learn to generate a thesis pertaining to the text they read and convey that information in writing through literary essays and research reports. As writers, they study exemplar texts in order to make discoveries about the purpose and effectiveness of authors craft, use of language, and point of view. Students practice these techniques and experiment with incorporating them into their own writing. They revise and edit in order to search for insights, improve on mechanics, and clearly express their thoughts and feelings.

Science: INQUIRY & ENGINEERING SKILLS:

Students will be able to

- *Identify, describe, and infer interactions necessary to an ecosystem
- *Diagram the flow of energy through a local ecosystem
- *Compare soils based on properties. Describe differences
- *Design an experiment or observation to answer a question about a local ecosystem
- *Identify and use simple machines
- *Follow design process steps to solve a problem

UNITS:

- *Local Ecology
- *Engineering Design
- *Investigating Sound, Light and Magnets



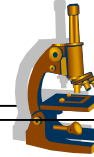
Music: Students experience a diversity of music styles, genres, cultures, and traditions to promote good vocal technique and develop music skills. Build upon previous year's skills

- * Sing 2-part music, descants; participate in Choir; differentiate between major, minor, and dissonance.
- * Explore lives and works of composers and musicians; identify vocal and instrumental music.
- Explore chords; and their function in different styles of music

Curriculum connections: US history, American Revolution

Social Studies:

- *Early American History through the Revolutionary Era
- *Text: [America's Land of Liberty](#)
- *Related Geography



Physical Education is PE:: Wear sneakers please.

In games/sports, gymnastics, dance, & fitness, students:

- * work to meet physical, social, and intellectual, national standards e.g. adapting skills while moving, seeking to excel in one area, cooperating & portfolios with peer assessment
- * use movement concepts such as analysis of action, regulation of effort: time, force and space
- * work on skills such as 5v5 competition, upside down balances in combinations & choreography
- ***Curriculum Connections:** Early American, & use of statistics.



Health:

- Second Step violence prevention program
- Conflict Resolution

Art:

Students explore a wide range of art techniques and materials. Skills, concepts and vocabulary are introduced sequentially, leading toward creative confidence, visual literacy, multicultural appreciation and a life-long relationship to the world of art.

In fifth grade we:

- *Refine skills and techniques in all media
- *Introduce new techniques, such as woodcut
- *Continue to develop spatial and color concepts
- *Focus on making and understanding aesthetic choices
- *Encourage collaboration

Curriculum connections: American History through art, African American artists, quilting, the figure in art



Computers:

In all grades, students learn similar commands and how to use different languages. Each year those skills are built on with more sophisticated and complex activities.

Fifth Graders . . .

- * Explore data and how to work with formulas.
- * Learn to efficiently use search engines on the internet.



Use Geo-Logo to make complex programs.

- * Plan and publish finished documents, presentations, and/or websites. and much, much, more.

Curriculum connections in fifth grade include studying bridges, colonial times, and geography.