

**Half Hollow Hills  
Central School District**



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**Elementary Curriculum Overview  
September 2017  
FIFTH GRADE**

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September 2017

Dear Parents:

The Half Hollow Hills School District is committed to providing meaningful opportunities and outcomes for all children, designed to help them reach their fullest potential.

This guide provides parents with an overview of the fifth grade curriculum and the skills the students will acquire in English language arts, mathematics, science, and social studies. Additionally, it will serve as a resource in helping you to understand the total elementary instructional program. While our goals, expectations, and aspirations are the same for all of our students, we recognize that children develop at different rates socially, emotionally, and academically. Our program is supportive and nurturing, and it will also excite, motivate, and challenge all students to achieve.

Every member of our district team is an essential *ally in learning* for our students and their families. It is my hope that this guide will offer each parent important information to become collaborative partners toward this same goal.

Sincerely,

Dr. Patrick Harrigan  
Superintendent of Schools

**Welcome**

# *English Language Arts*

## **New York State P-12 Common Core Learning Standards for English Language Arts & Literacy**

*Reading Literature and Informational Text*

*Reading Foundational Skills*

*Writing*

*Listening and Speaking*

*Language*

*Literacy skills cross over multiple categories. They are interrelated, and often applied in combination with each other. By the end of the fifth grade year, students should be able to:*

### **Reading Literature/Informational Text and Foundational Skills**

- Read grade-level stories, drama, poetry, and informational text, independently and proficiently
- Read routinely across a variety of text types and genres to develop ideas, fluency, stamina, volume of reading, independence, and a love of reading, in school and at home
- Compare and contrast two or more characters, settings, events in a story, and stories in the same genre
- Describe how a narrator's point of view influences how events are described
- Explain how a series of chapters, scenes, or stanzas fit together to create the overall structure
- Explain how the author uses reasons and evidence to support a point
- Quote a text accurately, draw inferences, and summarize the text
- Compare and contrast text structures
- Integrate information from multiple print and digital sources on the same topic to answer a question or speak knowledgeably about a subject
- Know and apply grade-level phonics and word analysis skills to decode words

4/ Fifth Grade

### **Language**

- Develop and use grade-level appropriate vocabulary
- Determine or clarify the meanings of words and phrases using a range of strategies and tools
- Use knowledge of standard English grammar, usage, and spelling appropriate to grade five when speaking and listening, writing, and reading

### **Writing**

- Produce clear and coherent writing pieces across a variety of text types for varied purposes and audiences
- Write routinely to respond to reading and to develop ideas, fluency, stamina, volume of writing, independence, and a love of writing, in school and at home
- Approach writing as a process that includes planning, drafting, revising, conferring with others for feedback, revising, and editing for final copy
- Write opinion pieces on topics or texts, supporting a point-of-view with reasons and information
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences using effective techniques (dialogue, description, pacing, transitions)
- Conduct short research projects that use several sources to answer questions and to build knowledge through investigation about different aspects of a topic, take notes, summarize, and list sources

### **Speaking and Listening in whole class, small groups and one-to-one conversations**

- Engage effectively in a range of collaborative conversations on fifth grade topics, texts, and issues
- Come to discussion prepared, build on others' ideas, pose and respond to specific questions
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- Speak clearly with appropriate pace, volume, and expression

# *Mathematics*

## **New York State P-12 Common Core Learning Standards for Mathematics**

In fifth grade, instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions), (2) extending division to 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; and (3) developing understanding of volume.

The Standards for Mathematical Practice describe varieties of expertise that all students are expected to develop. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

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

*By the end of fifth grade year, students will be able to:*

**Operations and Algebraic Thinking Domain**

- Write and interpret numerical expressions
- Analyze patterns and relationships

**Number and Operations in Base Ten Domain**

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths

**Number & Operations in Fractions Domain**

- 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 Domain**

- 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 Domain**

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

# Science

## **New York State Standards for Mathematics, Science, and Technology**

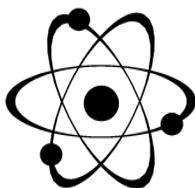
Students will:

- Use mathematical analysis, scientific inquiry, and technological design to pose questions, seek answers, develop solutions
- Access, process, and transfer information using appropriate technologies
- Understand mathematical concepts and principles, communicate and reason mathematically, and apply mathematics to real-world settings
- Understand and apply scientific concepts, principles, and theories
- Understand technological concepts and apply technological knowledge and skills
- Understand the relationships and common themes connecting mathematics, science, and technology
- Apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions

*By the end of the fifth grade year, students should be able to:*

### **Scientific Inquiry**

- Describe and understand the steps in the scientific method and apply this method to scientific investigation
- Distinguish a variable and a control in an experiment
- Identify and use metric units in scientific measurements



Fifth Grade/9

**The Physical Setting: Chemistry**

- Identify the structure of an atom
- Begin to investigate the Periodic Table of Elements
- Provide evidence that the total amount matter is conserved during chemical and physical changes.
- Distinguish between chemical and physical properties and changes
- Develop mental models to explain common chemical reactions and changes in states of matter.

**The Living Environment: Ecosystems**

- Describe and explain the process of photosynthesis
- Observe parts of an ecosystem
- Discover the inter-connectedness of all living things

**The Living Environment: The Human Body**

- Identify the functions of the major organ systems and their interactions
- Identify and name the main organs and components of the digestive, respiratory, circulatory, nervous, skeletal, and muscular systems
- Explain the structure and function of each human body system
- Investigate how food travels through the digestive process
- Describe the relationship between the skeletal and muscular systems

**The Physical Setting: Earth's Structure**

- Identify and classify the three major types of rocks
- Explain the processes of weathering and erosion
- Identify the layers of the Earth and describe the characteristics of each layer
- Explain how the movement of Earth's plates can cause earthquakes, volcanic activity, and the formation of mountains

## *Social Studies*

In fifth grade, students study "The Western Hemisphere". The course is organized into four themes: Geography of the Western Hemisphere; Early Societies of the Western Hemisphere; European Exploration and Its Affects; In Search of Freedom. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

*By the end of the fifth grade year, students should be able to:*

### **Gathering and Using Evidence**

- Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, using, and interpreting evidence.
- Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps and graphs).
- Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience with teacher support.
- Identify arguments of others.
- Identify implicit ideas to draw inference with support.
- Recognize arguments on specific social studies topics and identify evidence supporting the argument.

### **Chronological Reasoning**

- Explain how events are related chronologically to one another in time.
- Employ mathematical skills to measure time in years and centuries. Understand the differences between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.
- Identify causes and effects using examples from current events or grade-level content and historical events.
- Identify and classify the relationship between multiple causes and multiple effects.

- Distinguish between long-term and immediate causes and effects of an event from current events or history.
- Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
- Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
- Recognize and identify patterns of continuity and change in history.
- Understand the role of periodization as a practice in history and social studies.

#### **Comparison and Contextualization**

- Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
- Categorize divergent perspectives of an individual historical event.
- Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
- Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
- Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes with teacher support.

#### **Economics and Economic Systems**

- Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
- Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
- Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.
- Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.

- Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
- Describe government decisions that impact economics in case studies from the Western Hemisphere.

**Geographic Reasoning**

- Use location terms and use geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
- Distinguish human activities and human-made features from “environments” (natural events or physical features-land, air, and water-that are not directly made by humans) in the Western Hemisphere.
- Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
- Recognize and explain how characteristics (cultural, economic, and physical -environmental) of regions affect the history of societies in the Western Hemisphere.
- Describe how human activities alter places and regions in the Western Hemisphere.
- Recognize that boundaries and definitions of location are historically constructed.

**Civic Participation**

- Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.
- Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
- Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere and identify the role of individuals and key groups in those political and social systems.
- Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere.
- Participate in negotiating and compromising in the resolution of differences and conflict.

- Identify situations with a global focus in which social actions are required and suggest solutions.
- Describe the roles of people in power in the Western Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
- Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
- Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

## **Assessments**

Assessment is a process for gathering information to meet a variety of evaluation needs. Educators collect and organize information or data to demonstrate the growth that each child makes in academic areas. Teachers use a variety of assessment tools, formally and informally, to determine where a child is in his developmental growth. Assessment is an integral part of the curriculum.

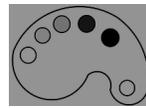
All students in grades 3-5 in Half Hollow Hills must participate in the New York State assessments.



## Specials

The following programs enrich the classroom experience and are provided on a weekly basis for all students:

- Art
- Music
- Library
- Physical Education (two times a week)



## Additional Services

The following personnel and/or services are available to students on an "as needed" basis:

- School Nurse
- School Psychologist
- Speech and Language
- Reading support
- Resource room
- Occupational and Physical Therapy
- ELL (English Language Learning)

## Additional Programs

- Music Lessons – available to all students beginning in third grade for strings and in fourth grade for band instruments
- Orchestra – available to students in fourth and fifth grade
- Band - available to students in fourth and fifth grade



Fifth Grade/15

*Assessments/  
Specials*

## **Elementary School Online Resources**

Many of these sites are available through the HHH Website  
<http://www.hhh.k12.ny.us>  
Choose your school and  
click on the link for "Library and Media Center"

### **Almanacs**

- <http://www.farmersalmanac.com/> - Farmers Almanac.com
- <http://yahooligans.yahoo.com/> - Yahoooligans Kids' Almanac
- <http://www.factmonster.com/almanacs.html> - Fact Monster Almanac
- <http://www.infoplease.com/almanacs.html?link=hptab> – Site to search all Info Please almanacs, or search individual almanacs by subject

### **Authors**

- <http://www.ipl.org/div/kidspace/askauthor/> - Learn more about some of your favorite authors

### **Biographies**

- <http://www.biography.com/> - Search over 25,000 of the greatest lives, past and present
- <http://www.s9.com/biography/> - This biographical dictionary covers more than 28,000 notable men and women who have shaped our world from ancient times to the present day

### **Calendars**

- <http://www3.kumc.edu/diversity/> - Diversity Calendar
- <http://www.earthcalendar.net/> - Calendar of celebrations by month: Earth Calendar

### **Current Events**

- <http://www.timeforkids.com/TFK/> - Time For kids brings the latest news of the world to you

### **Dictionaries**

- <http://www.m-w.com/dictionary.htm> - Merriam Webster Dictionary Online
- <http://nhd.heinle.com/> - Newbury House online Dictionary
- <http://www.yourdictionary.com/> - Provides more than 1,800 dictionaries with more than 250 languages
- <http://www.yourdictionary.com/languages.html> - Language Translation Dictionaries

### **Thesauri**

- <http://www.bartleby.com/62/> - Roget's Thesaurus
- <http://www.thesaurus.com/> - Basic-type in a word, choose thesaurus (online version of Roget's) or dictionary and search
- <http://www.m-w.com/dictionary.htm> - Merriam Webster Thesaurus Online

### **Quotations**

- <http://www.bartleby.com/100/> - Bartlett's Quotations

### **Ecology-Animals and their environments**

- <http://www.nwf.org/kids/> - Learn about animals and their environments

### **Dinosaurs**

- <http://www.ucmp.berkeley.edu/diapsids/dinosaur.html> - Learn about dinosaurs

### **Encyclopedias**

- <http://www.britannica.com/> - Includes the complete updated Encyclopedia Britannica
- <http://www.infoplease.com/> - Combines the contents of an encyclopedia, a dictionary, and several up-to-the-minute almanacs
- <http://www.encyclopedia.com/> - Puts tons of information right at your fingertips



**Field Trips**

- <http://www.ringling.com/> - Visit the circus
- <http://www.bronxzoo.com/> - Visit the Bronx Zoo
- <http://www.seaworld.com/> - Visit Sea World
- <http://www.sandiegozoo.org> - Visit the San Diego Zoo
- <http://www.amnh.org/home/> - Visit the American Museum of Natural History

**Geography**

- <http://www.geographic.org/> – Country profiles
- <http://www.50states.com/>- 50 states

**Government**

- <http://bensguide.gpo.gov/> - This site provides learning tools for K-12 students, parents, and teachers about how our government works

**Presidents**

- <http://www.whitehouse.gov/kids/index.html> You will find various information concerning different aspects of the White House
- <http://www.ipl.org/div/potus/> -Election results, cabinet members, notable events, and some points of interest on each of the presidents. Links to biographies, historical documents, audio and video files, and other presidential sites are included.

**Homework Helpers**

- <http://www.suffolk.lib.ny.us/youth/homework/kidindex.html> - Suffolk Library System lists of helpers
- <http://school.discovery.com/homeworkhelp/bjpinchbeck/index.html> - BJ Pinchbeck's Homework help

**Search Sites for children:**

- <http://sunsite.berkeley.edu/KidsClick%21/> - Search for homework by subject area
- <http://www.askforkids.com/> – Ask Jeeves for Kids
- <http://yahooligans.yahoo.com/> – Yahoo for Kids
- <http://www.icyber.com/homeschool/olr.html> - Home-School support
- [http://www.kidinfo.com/School\\_Subjects.html](http://www.kidinfo.com/School_Subjects.html) - Kid Info

**Just for Fun**

- <http://www.seussville.com/> -Fun with Books by Dr. Seuss

**Reading Lists**

- <http://kids.nypl.org/reading/recommended2.cfm?ListID=61> - This is a list of 100 picture books everyone should know for teachers
- <http://kids.nypl.org/reading/recommendedz.cfm?listID=61> Book Lists
- <http://www.carolhurst.com/titles/allreviewed.html> – Find reviews of books you might like to read
- <http://www.ucalgary.ca/~dkbrown/bestbooks.html> - List of notable sites listed by the American Library Association

**Search Engines**

- <http://www.askforkids.com/> – Good search engine for homework helpers has a spell check feature for questions
- <http://www.dogpile.com> – Fun search engine, easy to use, lets you “fetch” information
- <http://www.yahooligans.yahoo.com> – Nice current events page, easy format
- <http://www.google.com> – Check out the kids and teen section in the web directory
- <http://www.discovery.com> – Homework helper site for students
- <http://www.ipl.org/youth/> - The internet public library youth section
- <http://www.mamma.com/> - This search engine contains the web, videos, mp3, audio, news, and images
- <http://www.msn.com> – This search engine features news and stock information
- <http://sunsite.berkeley.edu/KidsClick!/> - Search for homework help by subject area

**Social Studies**

- [http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html) - Hyper History presents 3000 years of history with a combination of color lifelines, timelines and maps

**Black History**

- [http://www.kn.pacbell.com/wired/BHM/bh\\_hotlist.html](http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html)

**Colonial America History Resources**

- [http://pilgrims.net/Pilgrims Plantation](http://pilgrims.net/Pilgrims%20Plantation) - Virtual tour –illustrating many aspects of life at the time

**Native Americans**

- <http://www.hanksville.org/NAresources/> - Index of Native American Resources on the Internet

**Revolutionary War**

- <http://www.ushistory.org/tour/index.html> - This is a virtual tour of historic Philadelphia with great photos and information accompany you on this virtual tour
- <http://www.pbs.org/ktca/liberty> - This is an online game prepared by PBS to test your Revolutionary War knowledge

**Western Movement**

- <http://www.pbs.org/weta/thewest> - Oregon Trail
- <http://www.americanwest.com/trails/pages/oretrail.htm> - California Gold Rush
- <http://www.ohenrymace.com/GRHA.html> Remembering the Gold Rush History Alliance
- <http://www.lewis-clark.org/> - Explorers Lewis and Clark

**Women's History**

- <http://www.greatwomen.org/>







