

# 5<sup>th</sup> Grade Curriculum Overview

- I. Reading
  - “Go beyond the obvious” and be more critical and inquisitive while maintaining comprehension (asking substantial questions; drawing inferences with text-based evidence)
  - Read a broader range of genres, subgenres, authors, subjects, and for a variety of purposes
  - Develop healthy reading habits (maintenance of log, sustained reading over time/stamina)
  - Students are expected to read a minimum of 60 minutes each night. *Research has shown that students should be reading at least one hour a day to stay on grade level. Students behind grade level need to read even more.*
- II. Writing
  - a. Units of Study:
    - Metaphor/Simile Poetry
    - Informational/Research Report
    - Persuasive/Expository Essay
    - Personal Narrative
  - b. Incorporate richer vocabulary and use of figurative language in writing
  - c. Use more varied sentence structure to present ideas
  - d. Writing Revolution techniques (using complex sentence exercises to strengthen paragraph writing; using outlines (MPO) to plan for and develop multi-paragraph sentences)
- III. Math
  - a. Units of Study:
    - Factors and Multiples
    - Multiplication/Division
    - Geometry (angles, properties/hierarchy of polygons, coordinate geometry, area/perimeter)
    - Fractions/Decimals/Percents
    - Data Analysis/Probability
  - b. Extend prior understandings and link mathematical relationships
  - c. Compute with improved efficiency and automaticity for number facts
  - d. Be able to solve a problem using a range of strategies and adopt strategies based on context of a problem
  - e. Show clear notation and organization in presenting problem solving approaches (using a combination of numbers, words, and pictures)
- IV. Social Studies
  - a. Units of Study: Slavery in America AND Immigration
  - b. Connect current events with units of study
  - c. Make connections between units of study (cause-effect relationships; compare/contrast)
  - d. Understand/appreciate/adopt a historical point of view
- V. SEL/Personal Development
  - Demonstrate greater independence and responsibility in problem-solving and decision-making
  - Show active participation across a variety of classroom settings—whole class/small group/partner/independent work
  - Identify hopes/fears and personal goals; Self-assess strengths and needs; Develop coping strategies and managing emotions

## 家長開放日 - 五年級

### 課程指南

- I. 閱讀
  - “超越明顯的”，更重要的好奇，同時保持理解（詢問實質性問題，舉一反三的基於文本的證據）。
  - 閱讀更廣泛的流派，其他風格，作者，主題，以及各種用途

- 養成良好的閱讀習慣（保持記錄，隨著時間的推移/增長閱讀時間）
- 學生每天晚上至少閱讀 60 分鐘。研究正明，應讓學生閱讀至少一小時，才可以追上班級水平。留級的學生更需要增加閱讀。

## II. 寫作

- a. 研究單元：
  - 隱喻/比喻的詩
  - 信息/研究報告
  - 有說服力/說明文體
  - 個人敘事
- b. 把更豐富的詞彙量和形象化語言寫在書面
- c. 使用不同的句子結構，來表達想法
- d. "写作革命"技巧（使用复杂的句子练习来加强段落写作；使用大纲（多段落写作表格）来规划和写作多段落句子）

## III. 數學

- a. 研究單元：
  - 因素和倍數
  - 乘法 / 除法
  - 幾何形狀（角度，屬性/多邊形層次的幾何坐標，面積/周長）
  - 分數/小數/百分率
- 數據分析/概率
- b. 擴展先前的理解和鏈接的數學關係
- c. 提高效率 and 自動化程度計算數量的事實
- d. 使用系列的策略，來解決一個問題，及基於問題和如何採取的戰略
- e. 顯示清晰的符號和組織提出解決問題的方法（用結合數字，文字和圖片等）

## IV. 社會常識

- a. 研究單元：
  - 美國的奴隸
  - 移民
- b. 將研究單元連接現在的時事
- c. 連接研究單元之間（的情況下，事件關係比較/對比）
- d. 了解/欣賞/通過歷史的角度來看

## V. 個人成長

- 表現出更大的獨立性和責任感，解決問題和決策
- 顯示積極參與整個教室設置 - 全班/小組/合作夥伴/獨立工作 / 展示在成人監督下更有限的自律
- 確定希望，恐懼 and 個人目標;自我評估優勢和需求；制定應對策略和管理情緒