

5th/6th Grade Curriculum Overview

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PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

In 5th and 6th grade, PCCS students complete at least 2 service learning projects per year, performing approximately 20 hours of service. Because service learning involves youth ownership and current issues, we may not complete the same projects each year. Here are some sample service learning projects that 5-6 students might complete:

- Create a rain-barrel business involving designing, building, marketing and selling rain barrels
- Promote environmental education through involvement in the No Child Left Inside movement
- Restore a local prairie
- Create a guidebook to local environmental resources to share with the community.

Science & Social Studies

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Illinois Learning Standards. In Science the Pearson Science Explorer Series is used in conjunction with supplementary materials. In Social Studies, the SEPUP (Science Education for Public Understanding Program) which consists of interactive simulation modules and other varied text and multimedia resources are used in conjunction with supplementary material.

	Science	Social Studies
5th/6th Year A	<p>Earth Science Scientific Process: Difference between a theory and a hypothesis</p> <p>Units of Study: Study People Scientifically Change Over Time Dynamic Earth Systems Oceans & Water Matter & Water Phenology-Daylight Change</p>	<p>Units of Study: <i>Ancient Civilizations</i> (Eastern and Western) <i>Early Man</i> <i>Mesopotamia</i> <i>Egyptians</i> <i>Greeks</i></p>

	Science	Social Studies
5th/6th Year B	<p>Life Science Scientific Process: Study people scientifically</p> <p>Units of Study: Biomes Cells Plants Solar System Human Body System Applied Science Processes Phenology-Growing Seasons</p>	<p>Units of Study: <i>Government (U.S.)</i> <i>US Regions Geography</i> <i>World Geography</i> <i>Landforms/Maps</i> <i>National Parks</i></p>

Math

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Common Core Standards. We use the [Pearson Investigations Series](#) (5th Grade), [Pearson Connected Math](#) (6th Grade) in conjunction with supplementary materials to accomplish these goals.

Our math curriculum supports all students in developing mathematical ideas and then expanding them. Rather than teaching and students learning, the teachers collaborate with their students to develop a strong conceptual math foundation and skills based on that foundation. Teachers do this by guiding their students through the discovery of math concepts via the Socratic Method of directed questioning to enable students to construct their own knowledge about the concept at hand. This style of learning causes our students to have deeper understanding and longer retention of math concepts. For instance, a teacher has their students draw a line on the board and writes 0 at one end and 1 at the other. The students are then asked to point to the middle and the teacher asks, "What's in there?" The teacher proceeds to guide these kids through specific questions or comments leading them to the discovery of fractions, ordering fractions, and adding fractions. The teacher does not directly tell them about fractions, introduce terminology of fractions, or give them algorithms to solve problems presented in a text until they have gone through this discovery period. This process can be time consuming, however meaningful to the understanding of the mathematical concept.

Fifth Grade Units of Study aligned with Common Core Standards

Decimal Algorithms
 Volume of Three-Dimensional Figures
 Numbers Sense for Multi-Digit Numbers
 Understanding Rational Numbers
 Identifying Two-Dimensional Shapes
 Understanding Fraction Operations
 Coordinate Graphing and Number Patterns
 Statistics

Sixth Grade Units of Study Aligned with Common Core Standards

Two-Dimensional Shapes
 Two-Dimensional Measurement
 Computing with Decimals

Introducing Algebra

Similarity

Positive and Negative Numbers

Describing Variability and Comparing Groups

Language Arts

Reading, writing, listening, and speaking are fundamental to all learning and are integrated throughout the curriculum. The ELA Common Core Standards are integrated into planned units of study that adhere to our environmental and constructivist beliefs. Reading and Writing Workshop are used to expose students to the world of books to help them develop valuable reading, critical thinking and inquiry skills. We seek to foster enthusiasm and a love for reading through classroom reading involving literature with integrated themes that are studied in class. Students experience a writing program which teaches necessary skills while fostering the creative aspects of writing. The 5th/6th grade language arts curriculum entails a variety of programs, materials and activities.

5th grade Expectations

Fiction	Non-Fiction	Writing
<p>Students will learn to:</p> <ul style="list-style-type: none">• quote accurately from a text• draw inferences using accurate quotations• determine a theme of a story, drama, or poem including how characters respond to challenges• determine the theme of a story, drama, or poem including how the speaker of a poem feels about what he is saying• summarize a text• compare and contrast characters, settings, or events using details from the text• determine the meanings of words and phrases• determine the meaning of figurative language, such as similes and metaphors• explain how a series of chapters, scenes, or stanzas of a literary piece gives an overall structure of a particular story, drama, or poem• explain how different point of views affect how events are described• describe how multimedia versions of literature contribute to the presentation of the text• describe how visual elements can improve a text• compare and contrast similar themes of stories in the same genre• comprehend many genres of literature at my grade level	<p>Students will learn to:</p> <ul style="list-style-type: none">• quote accurately from a text• draw inferences using accurate quotations• determine two or more main ideas of a text• explain how two or more main ideas are supported by key details• summarize the text• explain relationships between individuals, events, ideas, or concepts in various genres• determine the meaning of academic words and phrases• determine the meaning of subject-specific words and phrases• compare and contrast the structure of two or more texts• compare and contrast the points of view of multiple accounts of the same topic• use information from multiple print sources to find the answer to a question or solve a problem• use information from multiple digital sources to find the answer to a question or solve a problem• explain how an author uses reasons to support ideas in a text and figure out which reason supports which idea• explain how an author supports his points and tell which evidence supports which points.• Write about a topic using information I have learned from multiple sources• Talk about a topic using information I have learned from multiple sources• independently comprehend grade level informational texts	<p>Students will learn to:</p> <ul style="list-style-type: none">• 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 or events using effective technique, descriptive details, and clear event sequences.• produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.• with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.• with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.• conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.• recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.• Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">• a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).• Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to• support particular points in a text, identifying which reasons and evidence support which point[s]”).• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific

6th grade Expectations

Fiction	Non-Fiction	Writing
<p>Students will learn to:</p> <ul style="list-style-type: none"> • find evidence for support • make inferences using evidence from text • determine the theme or central idea • Support the theme with evidence • summarize the text without including my opinion or judgments • describe the events in a particular story's or drama's plot • describe how the character changes throughout the story • describe how a particular word changes the meaning of a passage • learning how to determine the figurative meanings of words and phrases • learning how to determine the connotative meanings of words and phrases • learning to analyze words for how they create tone • explain how a particular part of a literary piece moves the story along • explain how a particular part of a literary piece develops the theme • explain how the author uses the narrator to develop the point of view • explain the similarities and differences between a written work and an audio/ visual presentation of the same work • compare and contrast different genres and how they explain or describe similar themes • compare and contrast different genres and with similar topics • comprehend many genres of literature at my grade level 	<p>Students will learn to:</p> <ul style="list-style-type: none"> • find evidence for support • make inferences using evidence from text • determine the central idea of a text • summarize the text without including my opinion or judgments • explain how people, places, or ideas are introduced in a text • explain how people, places, or ideas are illustrated in a text • explain how people, places, or ideas are elaborated in a text • determine the meaning of figurative words and phrases in a text • determine the connotative meaning of words and phrases in a text • explain the technical meaning of words and phrases in a text • explain how a particular sentence, paragraph, chapter, or section fits into the whole text • explain how a particular sentence, paragraph, chapter, or section helps develop the ideas of the text • determine the author's point of view or purpose. • explain how the author's point of view or purpose is shown • bring together information that was from different media or formats • bring together information that develops a coherent topic • follow the argument and distinguish between supported and unsupported claims • follow the argument and distinguish between supported and unsupported claims • describe how one author's description of events is different from and similar to another author's • comprehend many literary nonfiction texts at my grade level 	<p>Students will learn to:</p> <ul style="list-style-type: none"> • write arguments to support claims with clear reasons and relevant evidence. • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. • conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and • conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • draw evidence from literary or informational texts to support analysis, reflection, and research. • apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). • apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). • write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Specials

Art

In 5th and 6th Grade, students continue their instruction in art, integrating their curricular units of instruction in science and social studies. Skills focused on at this grade level:

- Distinguish between figure and ground in a still life composition
- Draw a still life composed of objects, demonstrating overlap and placement
- Demonstrate an understanding of the ability of line to create value and surface change
- Distinguish between light and dark values
- Recognize rhythm created through repetition of sensory elements
- Construct a color wheel in a given media, consisting of primary, secondary, and intermediate colors
- Compare mood in several portraits of famous people
- Explain processes used with specific tools (e.g., paint with brushes)

- Select and use appropriate tools and materials to create in 2-D and 3-D
- Sketch and build a sculpture from a 2-D drawing
- Describe or demonstrate tools and processes used in printmaking (e.g., block, mono, stamp, calligraphy)
- Describe or demonstrate the process of weaving. Explain how visual art plays a part in everyday life (e.g., architecture, political cartoons, fashion design)
- Describe the roles of artists in society

Music

In 5th and 6th Grade, students will begin to learn simple sight reading techniques (Solfege), and begin to hear and sing by steps and intervals. Musical examples will guide our understanding of meter and strong/weak beats. We will also perform score study to determine the form of different pieces of music. Students will examine important historical periods and make connections with the cause/effect of related musical works. Students will have the opportunity to use their musical talents in a performance. Skills focused on at this grade level:

- Sing simple melodies through sight-reading
- Improvise short songs using a variety of sounds (body, voice, instruments, etc)
- Bass clef introduced
- Differentiate between 2/4, 3/4, 4/4, and 6/8 meter through movement and notation
- Forms (rondo, theme/variations, ABA)
- Examine significant historical periods and the musical works created

Physical Education

Our goal is to teach functional fitness and health using our school resources as well as the natural environment to promote lifelong healthy, fit individuals. Fifth/sixth grade PE will continue to build upon the moderate level of strength and conditioning skills learned in third/fourth grade. Students will learn new skills and concepts of strength and conditioning through activities, journaling and workouts throughout the year. Journals will be used to record workouts and skills learned as well as track progress throughout the year. Students will also engage in moderate to high intensity activity through various workouts and fun activities/games involving multiple movement patterns and many different manipulatives. Fitness tests will be performed at the beginning of the year and at the end of the year so that students can evaluate progress made in each test. By the end of the year students will be able to track their progress through their journals and have a moderate (Junior Varsity) level of strength and conditioning skills. Cross Fit fitness activities and ideas will regularly be infused throughout the program. Skills focused on at this grade level:

Physical

- Combinations and sequences of loco-motor, non loco-motor, and manipulative motor patterns in activities, games and sport
- Efficient vs. inefficient movement patterns
- Rules and safety in activities
- Apply basic offensive, defensive and cooperative strategies in activities, games and sport

Individual and Team-building

- Follow directions and decisions of responsible individuals
- Participate in establishing procedures for group activities
- Remain on task free of distraction
- Work cooperatively with others to accomplish a set goal in multiple situations

Functional Fitness

- Push-ups, sit-ups, modified pull-ups, box jumps, broad jumps, squats and dead lifts
- Principles of training: FITT
- Participate in health-related fitness activities
- Monitor intensity of exercise using a variety of methods with and without technology
- Evaluate strengths and weaknesses of a personal fitness profile
- Set short term and long term health-related fitness goals
- Identify physical activity opportunities within the community
- Use principles of training toward health-related fitness goals

Nutrition

- Food Groups and Multiple Examples of Each
- 6 Essential Nutrients
- Diet Theories/Fades
- USDA Dietary Guidelines

Body

- Functions of major muscle groups and bones, ligaments, tendons and joints.
- Interactions of body systems
- Effects of health related actions on body
- Relationships between physical, mental and social factors

Health

- Identify and describe ways to reduce common age appropriate health risks
- Influences of positive health practices and health care on health risks
- Routine safety precautions
- Identify careers for health promotion
- Individual influence on community health
- Identify environmental conditions that affect the health of local community
- Develop solutions to address environmental problems to the local community
- Causes and consequences of conflict and violence
- Addressing differences without harm
- Influence of positive communication at school, home and workplace
- Apply decision-making process to individual health
- Practice and application of refusal and negotiation skills in bad situations

Spanish

Students will be able to understand spoken Spanish and communicate in Spanish in both oral and written forms.

Skills focused on at this grade level:

Communication
● Responds appropriately to simple commands.
● Demonstrate understanding of basic conversational questions/answers.
● Asks simple questions with prompts.
● Responds to basic conversational questions.
● Imitates pronunciation, intonation and inflection.
● Recognizes the written form of spoken words.
● Copy and writes words.
● Demonstrates knowledge of vocabulary introduced during thematic units.

Culture
<ul style="list-style-type: none">• Uses common forms of courtesy.
<ul style="list-style-type: none">• Demonstrates knowledge of language appropriate to the time of day and relationship(adult, peer)• Identify one or more art forms from Spanish-speaking countries.• Identify sample art works and their creators associated with areas where target language is spoken.
Language Connected to Academic Disciplines
<ul style="list-style-type: none">• Recognize the currency of Spanish-speaking countries.• Use Spanish vocabulary to identify simple science terms relating to weather and nature.• Identify different geometric shapes.

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