

District 64 Mission

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

District 64 is committed to providing an exemplary program of instruction for students that contributes to the development of the “whole child.” Broad learning targets or “Educational Ends” have been developed that reflect the knowledge, skills, behaviors and attitudes toward learning that we want all students to achieve as the result of their education in District 64. These end statements can be found on the District 64 website. Curriculum at each grade level has been designed to promote continuous progress towards high academic standards and the achievement of the “Educational Ends.” This pamphlet shares highlights of the specific objectives taught at this grade level.

District 64’s Learner Objectives in English Language Arts (ELA) and Mathematics are based on the Common Core State Standards which have replaced the Illinois Learning Standards in these two subject areas. In ELA, students at all grade levels will read more complex text, balancing fiction and nonfiction, and use evidence from text to explicitly support their thinking. Students will build upon their reading, writing, speaking, language and listening skills to communicate across disciplines. The Math curriculum addresses both the Mathematical Practices and Content Standards. The eight Mathematical Practices, which are consistent across the grade levels, are “habits of mind” that support learning, mastery and application of mathematical concepts.

For an explanation of the Mathematical Practices, visit: <http://www.corestandards.org/Math/Practice>. For detailed information about the ELA and Math Standards and a complete list of the standards at each grade level, visit: <http://www.corestandards.org/the-standards>.

If you have any questions, please contact the Department for Student Learning at 847-318-4304.

Dr. Laurie Heinz
Superintendent

Dr. Lori Hinton Lopez
Assistant Superintendent for Student Learning

Language Arts

In Grade 5, students will build upon their reading, writing, speaking and listening skills, and begin to apply their knowledge to more challenging and diverse texts.

Students will be able to:

- Explain what a text says explicitly and make inferences
- Determine the theme of and summarize a story, including how characters respond to challenges
- Compare and contrast story elements or topics within and across texts
- Understand and use new vocabulary, including figurative language and word relationships
- Explain how a text structure and author’s point of view impact ideas and events in a text
- Locate, integrate and compare/contrast stories and information across multiple sources
- Read and understand a variety of genres with fluency and expression
- Use roots and affixes to read and understand unfamiliar multisyllabic words
- Write, revise and publish opinion, informative, narrative and research pieces with appropriate organization, development of ideas, and precise language
- Type a minimum of 2 pages in a single sitting
- Engage in collaborative discussion, building on others’ ideas and expressing their own clearly
- Give a class presentation of information from multiple media sources
- Use appropriate standard English grammar and conventions when writing or speaking

Math

In addition to demonstrating the eight Mathematical Practices, students will be able to:

- Quickly and accurately multiply multi-digit whole numbers
- Divide numbers with up to four digits by two-digit numbers

- Add, subtract, multiply and divide decimals to the hundredths place
- Write and interpret mathematical expressions using symbols such as parentheses
- Add and subtract fractions with unlike denominators and solve related word problems
- Multiply and divide fractions with whole numbers and solve related word problems
- Understand the concept of volume and solve word problems that involve volume
- Graph points in the coordinate plane to solve problems
- Analyze mathematical patterns and relationships
- Extend understanding of the place value system to include decimals to the thousandths place

Social Studies

Students will be able to:

- Explain the reasons for the exploration of the Americas
- Trace the historical development of the thirteen original colonies in North America through their geographic features, agricultural production and lifestyles
- Name the causes and sequence of events leading up to the American Revolution
- Name some of the important historical figures and documents of the American Revolution
- Explain the events and reasons that led to the writing of the Constitution
- Explain the structure of the federal government
- Analyze how the Bill of Rights impacts the lives of American citizens
- Trace U.S. history from 1829 through the Civil War with focus on the Industrial Revolution, Westward Movement and the causes of the war between the states
- Trace U.S. history from the Civil War through its western expansion and industrial growth
- Read and interpret maps, charts, diagrams and graphs
- Use latitude and longitude to define a location on a globe

Science

Students will be able to:

- Use a compound microscope to observe a variety of student-prepared slides
- Define the term “cell” as the basic unit of life
- Observe and compare plant and animal cells and protists
- Identify and classify bones and joints of common skeletal systems
- Articulate bones of a small mammal into a complete skeletal system
- Perform owl pellet dissections
- Explore the nature of visible light and its relationship to color
- Explore the structure of the eye and identify its parts
- Describe the causes and effects of weather and weather processes
- Identify and use a variety of weather instruments
- Collect and interpret data in the preparation of a weather report

Health

Students will be able to:

- Identify the basic body systems and their functions: digestive, circulatory, respiratory, skeletal, muscular and nervous
- Describe positive and negative effects of health-related actions on body systems
- Use the key elements of a decision-making process
- Identify causes and consequences of conflict among children
- Identify safety methods and precautions to reduce risk and prevent injury in dangerous situations (seat belts, helmets, sunscreen, water and bike safety)
- Describe influence of peer pressure and media on personal decisions
- Identify stages of growth and development
- Participate in “Family Living” program for boys and girls (parent preview evening recommended)
- Participate in fire safety program (overview of public fire safety including fire codes, alarms, sprinkler systems)

Art

Students will be able to:

- Identify and discuss examples of modern and contemporary art
- Demonstrate appropriate skills in creating a work of art that is abstract or realistic
- Express ideas and emotions in a work of art
- Recognize and use different forms of composition in two and three dimensional works of art
- Use various types of spatial manipulation techniques in artwork
- Continue to expand art vocabulary

Foreign Language

Students will be able to:

- Use correct pronunciation, intonation, inflection and accent unique to the target language
- Utilize, high-frequency expressions appropriately (Nos vemos, Hasta Luego, Hasta Pronto Chau, etc.)
- Master ability to initiate commands and requests
- Continue to orally respond to and ask questions using an expanded vocabulary
- Construct and verbalize simple sentences on a specific topic using a teacher directed model
- Speak with vocabulary appropriate to level and experience
- Construct and write three sentences or more on a specific topic
- Begin to ask and answer simple questions in writing
- Use their acquired vocabulary to speak about a familiar topic (weather, family, etc.)
- Continue to develop a cultural awareness for the specific countries in which the target language is spoken
- Students will be able to name three or more facts about the country/countries studied in the target language; and other facts in English

Music

Students will be able to:

- Perform and count a variety of rhythm patterns including syncopation
- Recognize and perform melodic patterns using a major scale
- Perform and label songs with two-part harmony
- Hear, perform, and identify tonic and dominant chords

- Use appropriate dynamic vocabulary
- Identify theme and variations
- Distinguish between band and orchestra
- Play notes G, A, B, low D and E, and high C and D on the recorder
- Listen to *Toccata and Fugue in D Minor* and *Messiah*
- Identify music by Bach and Handel
- Identify music of the Baroque period

Chorus

Students who participate in Chorus will be able to:

- Demonstrate quality vocal production
- Demonstrate appropriate use of expression, dynamics, phrasing and articulation
- Sing unison songs, rounds, partner songs, melodies with descants or 2-part harmony within a variety of textures
- Perform age-appropriate music in a variety of musical styles
- Recognize and respond musically to the visual direction of the conductor

Instrumental Music

Students who participate in Instrumental Music will be able to:

- Describe the importance of a disciplined practice routine for musical success
- Read and perform music notation at an appropriate level
- Demonstrate proper care and maintenance of their instrument
- Describe the importance of posture, body positioning, bowing, air stream and embouchure (lip formation) in producing a quality tone
- Differentiate among loud, soft and changing dynamics and use appropriate terminology to describe them
- Describe how conductors communicate musical ideas to performers
- Demonstrate proper rehearsal etiquette
- Demonstrate mastery of the following major scales (concert pitch) Band – Bb, Eb; Orchestra – D, G, C

Physical Education

Students will be able to:

- Demonstrate age-appropriate safety practices
- Understand and demonstrate intermediate motor patterns

- Participate in fitness-related activities and fitness testing
- Utilize goal setting to improve fitness
- Understand and apply class procedures
- Understand and apply rules for activities

Technology

Students will be able to:

- Discuss common uses of technology in daily life and the advantages and disadvantages which those uses provide
- Discuss basic issues related to Internet safety and responsible use of information and technology
- Describe personal consequences of unsafe, irresponsible or unethical use of information and technology
- Use technology resources to facilitate learning and remediate skills throughout the curriculum
- Use software and other technology tools for creative writing, publishing, and creating other content area products
- Use online resources to participate in collaborative problem solving activities for the purpose of sharing solutions or products
- Use technology resources for self-directed problem solving, information gathering and extended learning activities
- Determine which technology is useful and, with the help of a teacher, select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Civil Behavior

Students will develop the following skills/attitudes:

- Responsibility: Be dependable and accountable for one's own actions
- Empathy: Treat others respectfully and be sensitive to their feelings
- Strategies: Know and apply conflict resolution and decision making strategies
- Positive Attitude: Choose an optimistic way to think, act and feel
- Excellence: Demonstrate a strong work ethic and sense of pride in one's efforts
- Citizenship: Follow the rules and work to make the school and local community a better place
- Trustworthiness: Be honest and relied upon to make wise choices

Community
Consolidated
School District 64
Park Ridge–Niles
Illinois

LEARNER
OBJECTIVES

5

GRADE
five