



Country Day School Elementary House



Teaching & Learning at CDS Overview for Families Grade 5 **2020 – 2021**

Welcome to our Grade Five Curriculum Guide!

We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Elementary House at CDS.

From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to:

- (i) consolidate and extend their knowledge base*
- (ii) develop and refine their skills*
- (iii) deepen their understanding of universal concepts, and*
- (iv) foster positive dispositions and attitudes.*


This overview outlines for you the learning expectations we have of our grade five students, and also offers some insight into the ways in which these are met across the school year.

Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Elementary House – we would be more than happy to answer any questions you may have.




Primary Vision Of Learning

•nurture




Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

•empower



Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

•inspire



Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging



**an inclusive community of learners
committed to nurturing the development of the whole
child through meaningful, playful inquiry**



The Written Curriculum:

What do we want our students to learn?

Our Adopted Standards: Balance and Structure Across Disciplines

The foundations of our written curriculum at CDS are based on our adopted standards and the objectives we have derived from them in each discipline area: in Mathematics and English Language Arts (ELA) we structure the content of our teaching and learning around the US Common Core standards; in Science, we have adopted the New Generation standards (NGSS); in Social Studies we are currently working with a standards series from North Carolina in the US (NCSS); in Spanish, we have adopted standards created by the American Council on the Teaching of Foreign Languages (ACTFL); in Music and Visual Arts we refer to the National Core Arts Standards (NCAS); and in Physical Education, SHAPE America's national standards are our point of reference.

Our adopted standards establish a baseline that spans the entire CDS continuum, thereby ensuring that we have a structured progression of learning targets in each discipline area, that runs vertically and cumulatively through the grade levels, from Pre-kindergarten to Grade 12. *Within* individual grade levels, our standards also create horizontal integrity and help articulate learning expectations in each discipline across the course of each school year.

Units of Learning

In the Elementary House, across all disciplines and grade levels, our standards are reviewed by our grade-level teams, and then arranged in discrete clusters around which comprehensive units of learning are then created. Our units are developed using the planner framework published by the Understanding by Design (UbD) organization, and housed in our school-wide curriculum planning/archiving tool, Rubicon Atlas, for sharing with colleagues across the school.

The Taught Curriculum:

How do we know that our students are learning?

Assessment Design: Standards-based and Objectives-aligned

To strengthen the cohesion of our learning cycle, it is essential that direct connections are made between the learning objectives we set for our students in the planning stages of our units and the assessment tasks we plan to assign during, and at the end of, those units.

Our assessment tasks are established at the outset and are designed in such a way as to give students ample opportunity to demonstrate what they know, understand, and are able to do, in a variety of contexts and ways. When students are able to show what they have learned, they are providing evidence of their learning, and it is through the collection and evaluation of this evidence that we are then able to provide reliable feedback to students and parents on achievement and growth.



In the Elementary House, we use the following 1-4 grading scale to evaluate, and report on, student achievement:

(1) Emerging	(2) Developing	(3) Proficient	(4) Mastered
Beginning to demonstrate aspects of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires substantial assistance when working on tasks/assignments.	Partially demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires some assistance when working on tasks/assignments.	Fully demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires very little assistance when working on tasks/assignments. May make minor errors.	Consistently and over time, demonstrates an in-depth command of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires no assistance when working on tasks/assignments. May make rare, minor errors.

Using this scale to develop discipline-specific criteria across the curriculum, we are then able to gauge how successful our students have been in acquiring the knowledge, skills, and understanding that underpin our targeted standards. Our consistent 1-4 record-keeping also translates easily into our quarterly student reports.

G5 Interdisciplinary Units

People on the Move	Movement of Matter & Energy	Freedom through Conflict & Change	Our Spheres
Enduring Understanding	Enduring Understanding	Enduring Understanding	Enduring Understanding
Migration is a response to human circumstances that impact people's cultural narratives.	Healthy ecosystems support multiple species and are sustained by stable matter and energy cycles.	Conflict is influenced by people's actions and reactions to difference and change.	The relationships between air, water, land, and organisms affect Earth's natural resources, environments, and processes.
Related concepts: <i>culture; family; humanity; motivation; migration; causation; impact; change; safety; economics</i>	Related concepts: <i>ecosystems; organisms; cycles; symbiosis; stability; sustainability; conservation</i>	Related concepts: <i>conflict; change; resolution; compromise; reflection</i>	Related concepts: <i>organisms; habitats; diversity; interdependence; ecosystems; sustainability; causation; impact</i>
Essential Questions	Essential Questions	Essential Questions	Essential Questions
<ul style="list-style-type: none"> • What motivates people to migrate? • What draws migrant people to certain destinations? • How does migration impact a place's cultural narrative? People leaving? People arriving? 	<ul style="list-style-type: none"> • What constitutes a healthy ecosystem? • What is the 'web of life'? • Which factors might disturb the balance of an ecosystem? 	<ul style="list-style-type: none"> • How does conflict arise? • How do people's actions and reactions influence conflict? • What role do perspectives play in understanding conflict? 	<ul style="list-style-type: none"> • How do air, water, land, and organisms interact? • What impact does the interaction of air, water, land, and organisms have on Earth's natural resources, processes, and environments? • How does human activity impact the Earth's natural resources, processes, and environments?



Grade 5: Learning Overview for the First Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 1, the Grade 5 students:</p> <ul style="list-style-type: none"> ● explore the value of digits in multi-digit numbers ● reason concretely, pictorially, and abstractly, using place value understanding to determine relationships between base ten units from millions to thousandths ● use whole-number exponents to denote powers of ten ● recognize patterns in the number of zeros in the product, when multiplying numbers by powers of ten ● name decimal fractions in expanded, unit, and word forms by applying place value reasoning ● use $>$, $<$ and $=$ to record and compare decimal fractions to the thousandths ● round a given decimal to any place using place value understanding and the vertical number line ● add, subtract, multiply and divide decimals using place value strategies and relate those strategies to a written method ● solve word problems using decimal operations ● apply the distributive and associative properties to decimal multiplication ● round factors and use place value patterns to estimate multi-digit products ● write, interpret, and compare numerical expressions ● connect models and the distributive property to partial products of the standard algorithm ● fluently multiply multi-digit whole numbers using the standard algorithm, including when solving multi-step word problems ● estimate to check the reasonableness of the product ● convert among different-sized standard measurement units within a given measurement system ● use these conversions within a given measurement system to solve multi-step, real-world problems
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 1, the Grade 5 students:</p> <ul style="list-style-type: none"> ● develop personal narratives based on real or imagined experiences or events ● use descriptive, sensory details and concrete words and phrases to express their ideas clearly and precisely ● incorporate dialogue, description, and pacing in their writing to enhance their telling of events and experiences, and show character responses to different situations ● use transitional words, phrases, and clauses to manage sequence in their work ● work to ensure that each of their writing pieces ends with a logical conclusion ● gain an appreciation of the importance of stamina in reading, and set themselves goals to work towards ● read closely to determine what the text says explicitly and to make logical inferences from it ● determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas



	<ul style="list-style-type: none"> • compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text • analyze how and why individuals, events, and ideas develop and interact over the course of a text • analyze the structure of texts, including how specific parts of a text (e.g., a sentence, chapter, scene, or paragraph) relate to each other and the whole • investigate some of the ways in which a narrator's point of view can influence how story events are described • compare and contrast stories in the same genre on their approaches to similar themes and topics • cite specific text evidence when writing or speaking to support conclusions drawn from the text
<p>Interdisciplinary Studies PEOPLE ON THE MOVE</p>	<p>In Quarter 1, the Grade 5 students:</p> <ul style="list-style-type: none"> • inquire into the concept of migration • determine the impact migration has on a country left behind or a country newly arrived in • research the experiences of immigrants/emigrants in different parts of the world • discover that a range of push/pull factors motivate people to move from one place to another, both within a nation and internationally • explore some of the ways in which cultural narratives reflect the lifestyles, beliefs, and experiences of diverse ethnic groups • discover that when diverse cultural groups interact, they borrow from each other and share traditions and technology





Grade 5: Learning Overview for the Second Quarter

2020-2021

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 2, the Grade 5 students:</p> <ul style="list-style-type: none"> • develop greater fluency in the multiplication and division of multi-digit whole numbers using standard algorithms and mental math strategies • find whole-number quotients of whole numbers, with up to 4-digit dividends and 2-digit divisors • illustrate calculations using arrays, equations, and area models • add, subtract, multiply, and divide decimals to hundredths • use a range of strategies and tools to solve problems, including place value, concrete models, drawings, and the relationship between, and the properties of, different mathematical operations • relate their chosen calculation strategies to their written method, and explain their reasoning. • introduce using parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols • make equivalent fractions with number lines, area models, and numbers • add and subtract fractions with unlike units using equivalent fractions • add fractions to and subtract fractions from whole numbers using equivalence and the number line as strategies • solve multi-step word problems; assess the reasonableness of solutions using benchmark numbers
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 2, the Grade 5 students:</p> <ul style="list-style-type: none"> • conduct small-scale research projects and summarize and paraphrase their findings • gather relevant information from multiple print and digital sources • take notes effectively, and provide sources, to support their research • summarize a nonfiction text using main ideas and supporting details • compare, contrast, and identify the overall structure of two or more texts • introduce a topic clearly, and develop them further using supporting facts, definitions, and concrete details • link ideas logically and develop topics using precise language, facts, and details • format their work using headings, illustrations, and multimedia to aid comprehension • use precise language and domain-specific vocabulary to inform about or explain their topic • relate their concluding statement to the information or explanation presented • integrate information from multiple texts on the same topic to speak and write knowledgeably about it include multimedia components and visual displays in their presentations to enhance their ideas

Interdisciplinary Studies
MOVEMENT OF
MATTER & ENERGY

In Quarter 2, the Grade 5 students:

- inquire into some of the ways in which matter and energy sustain, and move through, ecosystems
- research the characteristics of a healthy ecosystem and find out about some of the factors that can disturb an ecosystem's balance
- investigate food webs and chains featuring plants, animals, decomposers, and the environment
- discover that all food chains and energy pyramids begin with energy from the sun, and that energy flows through an ecosystem
- explore the relationship between organisms, their habitat conditions, and their environment
- use models to describe that that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun
- develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- explain the positive and negative effects of human activity on the physical environment, past and present





Grade 5: Learning Overview for the Third Quarter

2020-2021

Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 3, the Grade 5 students:</p> <ul style="list-style-type: none"> ● create and interpret line plots using real measurement data shown in fractions of a unit ● interpreted a fraction as division of the numerator by the denominator and relate fractions as division to a fraction of a set ● multiply a whole number by a fraction and a fraction by a fraction ● make connections between a fraction of a set and the repeated addition interpretation of fraction multiplication. ● use visual fraction models, tape diagrams, or equations to represent, create, and solve fraction word problems involving all operations ● identify and convert fractions of measurement units within a given measurement system to solve multi-step, real-world problems ● divide unit fractions by whole numbers, and whole numbers by unit fractions involving tenths and hundredths ● interpret and evaluate numerical expressions using scaling ● explore volume and find the volume of a right rectangular prism by building with, packing with, and counting unit cubes ● compose and decompose right rectangular prisms using layers ● multiply to find the total volume of two rectangular prisms ● solve word problems involving the volume of rectangular prisms ● apply concepts of volume to design a sculpture using rectangular prisms
<p>English Language Arts [ELA]</p>	<p>In Quarter 3, the Grade 5 students:</p> <ul style="list-style-type: none"> ● explore the differences between fact and opinion ● read closely and cite specific textual evidence to make logical inferences and support conclusions drawn from the text ● analyze how words and phrases are used in a text, including determining technical, connotative, and figurative meanings ● identify and evaluate the arguments and specific claims in a text ● analyze the validity of the reasoning as well as the quality of the evidence ● investigate different perspectives on the same issue/topic ● write opinion pieces on a chosen topic, supporting a point of view with valid reasoning and relevant and sufficient evidence ● introduce and develop their opinion on a topic in their written work through argument, counter-argument, and effective conclusion ● organize ideas, facts, and details into groups to support their stated opinion ● use appropriate linking words and phrases to bring opinions and reasons together (e.g., consequently, specifically) ● confer with adults and peers about their writing pieces ● write routinely over varying time frames, to research, reflect, and revise
<p>Interdisciplinary Studies FREEDOM THROUGH CONFLICT & CHANGE</p>	<p>In Quarter 3, the Grade 5 students:</p> <ul style="list-style-type: none"> ● summarize the political, economic, and social aspects of colonial life in the thirteen colonies ● analyze the impact of major conflicts, battles, and wars on the development of the United States through Reconstruction ● examine the contributions of the Founding Fathers to the development of the United States ● compare the changing roles of women and minorities in American society from the Pre-Colonial era through Reconstruction ● develop an understanding of the ways in which historical documents shaped the foundation of the government of the United States



Grade 5: Learning Overview for the Fourth Quarter

2020-2021

Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 4, the Grade 5 students:</p> <ul style="list-style-type: none"> ● tile, draw, and calculate the area of rectangles with whole-by-mixed, whole-by-fractional, and fractional number side lengths ● apply the concept of fraction multiplication to calculate the area of rectangles ● apply the distributive property and area model to multiply mixed number factors ● solve real-world problems involving the area of figures with fractional side lengths using visual models and/or equations ● draw and identify two-dimensional polygons to clarify their attributes, and define those shapes based on those attributes ● draw classify two-dimensional polygons in a hierarchy based on properties ● construct a coordinate system on a line and plane to name, plot, and measure the distance of points ● investigate, describe, and generate patterns in vertical and horizontal lines ● compare and analyze the lines and patterns generated by addition rules, multiplication rules, and mixed operations ● create a rule to generate a number pattern, and plot the points ● construct parallel and perpendicular line segments on a rectangular grid and analyze relationships of the coordinate pairs ● explore symmetry using coordinate planes ● plot data on line graphs and analyze trends ● use coordinate systems to solve real-world problems
<p>English Language Arts [ELA]</p>	<p>In Quarter 4, the Grade 5 students:</p> <ul style="list-style-type: none"> ● quote, and draw inferences, accurately from a text ● determine the theme of a story from details in the text ● summarize text, and identify specific details describing the characters, setting, and events in a story ● compare and contrast characters, setting, and events ● inquire into the point of view of the narrator, and identify how the narrator's point of view influences the story ● express their ideas clearly during discussions ● use their prior knowledge and information taken from the text when contributing to discussions ● write narratives in the fantasy genre ● develop pace and tone in their fantasy writing to sustain the interest and excitement of the reader
<p>Interdisciplinary Studies OUR SPHERES</p>	<p>In Quarter 4, the Grade 5 students:</p> <ul style="list-style-type: none"> ● inquire into the relationships that exist between air, water, land, and organisms (i.e. between the atmosphere, hydrosphere, geosphere, and biosphere) ● adapt and/or create models to demonstrate how the geosphere, biosphere, hydrosphere, and/or atmosphere interact ● conduct research into the amounts of water and freshwater on Earth, and how these are distributed across the globe ● obtain information about some of the ways in which individual communities use science ideas to protect the Earth's resources and environment ● investigate how the interaction of the Earth's sphere systems has implications for the Earth's surface materials and processes



Additional Areas of Learning

In addition to our core disciplines, the full learning complement in the Elementary House also comprises Spanish, Music, Art, Physical Education (PE)/Health & Wellness, and Social-Emotional Learning (SEL). Students attend weekly scheduled classes for Spanish (5), Music (2), Visual Arts (1), PE (2), and SEL (1).

Spanish

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our 'additional language' choice in the Elementary House. The teaching and learning of Spanish across the Elementary span a comprehensive range of Spanish language proficiency levels. From Novice through Intermediate to Advanced, our students are accommodated across two Spanish as a Second Language (SSL) classes; those students whose mother tongue is Spanish, or whose Spanish is near-fluent, attend Spanish Primera Lengua classes. Over the course of the year, our students enjoy a balanced range of learning opportunities aimed at developing their interpersonal communication, presentational speaking, writing, interpretive listening, and reading, across a series of unifying themes e.g. Families, Contemporary Life, Communities, and Popular Culture.

Visual Arts

Through a range of activities and tasks based around creativity and response, our students are able to gain a deeper appreciation of the visual arts generally. Moreover, they develop their understanding and skills in relation to different approaches, techniques, and media, and apply these to fully express their ideas and perspectives.



Music

Through listening to and producing their own musical sounds, our grade five students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform. For the first part of the year, grade five music provides an opportunity to learn the foundations of music theory. This prepares students to make an informed choice later in the year when they elect to join the CDS band, choir, or orchestra (strings).

Physical Education (PE)

PE classes in the Elementary House are designed to encompass and address all areas of our students' physical development and wellness. Across the school year, the activities our grade five students participate in are varied and balanced and provide them with the opportunities they need in order to develop their determination, strength, coordination, and collaborative skills.

Social & Emotional Learning

Going on the principle that our sense of self, purpose, and wellbeing is intricately connected with our learning success, we work continuously at CDS to help our students develop a solid grounding in emotional and social competencies. When students are socially and self-aware and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, and their understanding of the world and how it works more is comprehensive and well-rounded.

Opportunities for social and emotional learning at CDS are created just as wholeheartedly and purposefully as opportunities for learning within academic disciplines. We accomplish a lot in this regard through:

- (i) the adoption of a range of Responsive Classroom strategies and approaches
- (ii) our promotion of The Panther Way (respect for self, others, and the environment),
- (iii) monthly assemblies to meet and explore topics such as diversity, identity, and inclusiveness in Big Animals Nations Family groups
- (iv) opportunities to connect and work with students from different grade levels, schools, and countries through and NAE Global Campus activities, and
- (v) weekly classes facilitated by our Elementary Guidance Counselor, guiding students through activities and discussions on themes such as friendship, organization, growth mindset, managing stress, and a variety of child safeguarding topics.

