

Music



By the end of 5th grade students will be able to...

- Sing and play instruments independently and in a group.
- Create and improvise (melodies, ostinato, accompaniments, rhythm patterns).
- Identify music notation, symbols and terminology, and listen to, analyze and describe elements of music within historical periods and cultures.

Intellectual Development and Social Characteristics

- Fifth graders may be experiencing bodily changes and rapid growth spurts, which cause periods of frustration and anger. They appear to grow before your eyes, mentally as well as physically. Many are on the verge of abstract thought and mental leaps and shifts in humor change their classroom behavior. Their hammy natures make playacting and poetry recitations delightful.
- School is considerably more demanding, and students will have homework in several subjects.
- Two key areas of the curriculum are fractions and writing. Both call for more memory and concentration, which the students find engaging.
- Honor and fair play are high this year. This stems from their budding social conscience, so teachers who play favorites are in for trouble.
- Fifth graders are pulling away from parents and teachers, so friends are more important. Friendships are almost always with the same sex, but boy-girl flirtation has begun.

Missouri School for the Blind

What to expect in 5th Grade

◆ Communication Arts

- *Reading*
- *Writing*
- *Listening and Speaking*
- *Information Literacy*

◆ Mathematics

◆ Science

◆ Social Studies

◆ Art

◆ Music

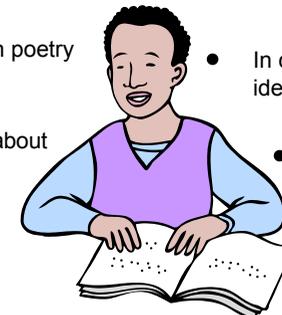
◆ Health & Physical Education

Communication Arts

By the end of 5th grade students will be able to...

Reading

- Apply decoding strategies to “problem-solve” unknown words when reading.
- Read grade-level instructional text with fluency, accuracy and expression, adjusting reading rate to difficulty and type of text. Develop vocabulary through text, using roots and affixes, context clues, glossary and dictionary.
- Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose and rate for reading.
- During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems (meaning, structure, and visual).
- Apply post-reading skills to comprehend and interpret text: question to clarify, reflect, analyze, draw conclusions, summarize and paraphrase.
- Compare, contrast, and analyze connections between information and relationships in various fiction and non-fiction works, text ideas and own experiences, and text ideas and the world by responding to literature that reflects a culture and historic time frame.
- Locate, interpret and apply information in title, table of contents and glossary, and recognize the text features of fiction, poetry and drama in grade-level text.
- Explain examples of figurative language in poetry and prose.
- Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, draw conclusions, identify cause and effect, compare and contrast various elements, and explain author’s purpose.



- Apply information in format, graphics, sequences, maps, diagrams, charts index to clarify and connect concepts to the main ideas.
- Identify and explain figurative language in nonfiction text (emphasize simile, metaphor and personification).
- Use details from text to restate main idea and supporting details, sequence events, identify and explain cause and effect, compare and contrast, make predictions, make inferences, evaluate the accuracy of the information, identify and interpret author’s ideas and purpose and make inferences about problems and solutions.
- Read and follow multi-step directions to complete a task.

Writing

- Follow writing process to organize information in a graphic organizer, apply writing process to write effectively in various forms and types of writing.
- Use conventions of capitalization in written text, titles (books, stories, poems), proper nouns (department of government, school subjects).
- In composing text, use comma in compound sentences and apostrophe in singular possessives.
- Use parts of speech correctly in written text, verb tense and adjective forms.
- Use correct spelling of grade-level frequently-used words, spelling strategies and patterns, classroom resources and dictionary to verify correct spelling.
- In composing text, write compound sentences and identify and eliminate fragments in writing.
- Write personal narrative text that chronicles a sequence of events and focuses on the development of a single event.
- Use a note-taking system to organize information from written text.

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Communication Arts (cont.)

- Write expository and persuasive paragraphs (emphasizing compare/contrast) with an effective topic sentence or a point to prove, three or more supporting sentences and a concluding sentence.
- Write summary/retell the main ideas of written text.
- Write well-organized communications in a selected form appropriate to a specific audience (e.g., parents, friend and younger child) and purpose.

Listening and Speaking

- Listen for enjoyment, for information, for directions, to identify and interpret tone, mood and emotion of verbal and nonverbal communication (described and/or demonstrated physically, as appropriate).
- Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers).
- Give organized presentations that demonstrate a clear viewpoint, and select and use appropriate public speaking techniques such as rate, pace and enunciation.
- Give clear and concise multi-step oral directions to complete a task.

Information Literacy

- Develop research questions in order to establish a focus and purpose for project.
- Locate and use various resources to acquire information to answer questions.
- Use a specified note-taking format to record relevant information.
- Give credit for others' ideas, images, and information by listing sources used in research.
- Analyze messages conveyed in various media (e.g., videos, pictures, websites, artwork, plays and/or news programs).

Mathematics

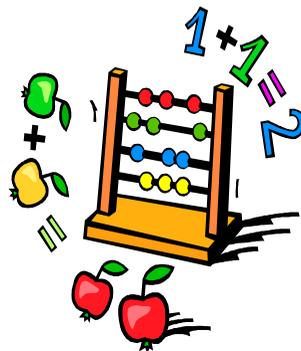
By the end of 5th grade students will be able to...

Number and Operations

- Read, write, compare and order unit fractions and decimals to thousands.
- Recognize and generate equivalent forms of commonly used fractions, decimals and percents.
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
- Describe numbers according to their characteristics including whole number factors, prime or composite, odd or even and square numbers.
- Represent and recognize division using various models including qualitative and partitive.
- Describe the effects of multiplying and dividing whole numbers as well as the relationship between the two operations.
- Apply the distributive and associative properties to whole numbers.
- Describe a mental strategy used to compute a given division problem where the quotient is a multiple of 10 and the divisor is a one-digit number – e.g. $350/7$).
- Apply and describe the strategy used to compute a given division problem up to a three digit by two digit.
- Estimate and justify the results of division of whole numbers.

Algebraic Relationships

- Make and describe generalizations about geometric and numeric patterns.
- Represent and analyze patterns using words, tables and graphs.



Tools of Social Science Inquiry

- Select investigate and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters.
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions.
- Create maps, graphs, timelines and diagrams to communicate information.
- Use technological tools for research and presentation.
- Distinguish between fact and opinion and recognize bias and points of view.
- Identify, research and defend a point of view/position.

Art

By the end of 5th grade students will be able to...

- Work on projects using different tools and supplies.
- Work on projects using knowledge of directional cues and basic art terminology (e.g. vertical, edge, horizontal, parallel, positive-negative).
- Identify and use basic two-dimensional shapes and three-dimensional forms made from these shapes. Understand how these shape our world.
- Create projects using textures.
- Create art project inspired by the natural world.
- Create art project inspired by art/craft from another culture.

Health and PE

By the end of 5th grade students will be able to...

- Demonstrate willingness to positively participate in individual, partner and group movement activities and games.
- Perform correctly locomotor skills using elements of time, space, level, direction, force and exhibit body control while participating in various games and activities.
- Recognize rules and strategies used in simple games and activities.
- Demonstrate acceptable level of fitness as measured through fitness testing and physical activity.
- Participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Participate in a wide variety of activities using various equipment to develop the skill of aiming.
- Recognize sports terms, scoring, rules of play, safety principles and basic strategies for the sports and activities covered.
- Recognize ability to perform beginning fundamental skills of team sports.
- Demonstrate ability to perform beginning fundamental skills of individual/dual sports or recreational activities.
- Combine various travel patterns, change speeds and directions with and without use of equipment.
- Identify motor muscles and major bones and effects of exercise on them.

Social Studies

By the end of 5th grade, students will be able to...

Principles of Constitutional Democracy

- Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed.
- Identify important Constitutional principles – limited government, rule of law, majority rule, minority rights, separation of powers, checks and balances.
- Identify important principles in Bill of Rights.

United States History

- Summarize viability and diversity of Native American cultures before arrival of Europeans.
- Outline discovery, exploration and early settlement of America.
- Explain American Revolution, including perspectives of patriots and loyalists and reasons American colonists were successful.
- Relate the drafting of the Constitution and formation of a new nation.
- Investigate causes and consequences of Westward Expansion including Texas and the Mexican War, Oregon Territory, California Gold Rush.
- Examine cultural interactions among Native Americans, immigrants from Europe, Africans brought to America.
- Identify political, economic and social causes and consequences of the Civil War and Reconstruction.

Principles and Process of Governance Systems

- Identify limited and unlimited governments.
- Give examples of how local, state and national governments impact people's lives.

Economic Concepts and Principles

- Apply economic concepts of scarcity, supply and demand, trade-offs (opportunity cost).
- Identify role of technology in economy and how economy has changed from agricultural to industrial.
- Interpret the past, explain the present and predict future consequences of economic decisions.

Elements of Geographical Study and Analysis

- Use geographic research sources to acquire information to solve problems and make predictions.
- Construct maps.
- Locate cities of Missouri and the United States.
- Locate states and topographic features of U.S.
- Locate and describe geographic places using absolute and relative locations.
- Identify physical characteristics, such as climate, topography, relationship to water and ecosystems.
- Identify human characteristics, such as education, language, diversity, economies, religions, settlement patterns, ethnic background and political system.
- Identify major patterns of population distribution, demographics, and migrations in the United States.
- Identify different kinds of regions of the United States.
- Use geography to interpret the past, explain the present and plan for the future.

Relationships of Individual and Groups to Institutions and Traditions

- Identify how person becomes member of group or institution and factors that influence inclusion or exclusion from group.
- Identify how ideas, concepts, and traditions have changed over time (e.g., women's roles in society).

- Apply distributive and associative properties to whole numbers.
- Model problem situations and drawing conclusions using representations such as graphs, tables, or number sentences.
- Identify, model and describe situations with constant or varying rates of change.

Geometric and Spatial Relationships

- Analyze two- and three-dimensional shapes by describing the attributes.
- Predict and justify the results of subdividing, combining and transforming shapes.
- Use coordinate systems to specify locations, describe paths and find the distance between points along horizontal and vertical lines.
- Predict, draw and describe the results of sliding/translating/flipping/reflecting and turning/rotating around a center point of a polygon.
- Identify polygons and design the rotational symmetry.
- Identify the three-dimensional shape of a prism or cylinder.

Measurement

- Identify and justify the unit of measure for area – customary and metric.
- Identify the equivalent weights and equivalent capacities within a system of measurement.
- Solve problems involving elapsed time – hours.
- Describe how to solve problems involving the areas of polygons and non-polygonal regions imposed on a rectangular grid.
- Convert from one unit to another within a system of measurement – linear.

Data and Probability

- Evaluate data—collect methods.
- Describe methods to collect, organize and represent categorical and numerical data.

- Compare related data sets
- Compare different representations of the same data and evaluate how well each representation shows the important aspects of the data.
- Given a set of data, making and justifying predictions.
- Describe the degree of likelihood of events using such words as: Certain, equally, likely, and impossible.

Science

By the end of 5th grade, students will be able to...

Matter and Energy

- Recognize how changes in state (i.e., freezing/melting, condensation/evaporation) provide evidence that matter is made of particles too small to be seen.
- Classify matter as a solid, liquid or gas as it exists at room temperature, using physical properties (i.e., volume, shape, ability to flow).
- Predict the effect of heat energy on the physical properties of water as it changes to and from a solid, liquid, or gas (i.e., freezing/melting, evaporation/condensation).
- Recognize mass of water remains constant as it changes state (as evidenced in a closed container).
- Recognize light can be transferred from the source to the receiver (eye) through space in straight lines.
- Recognize how an object (e.g., moon, mirror, object in a room) can only be seen when light is reflected from that object to the receiver (eye).
- Recognize sun as the primary source of energy for temperature change on Earth.

Force and Motion

- Identify forces acting on a load and use a spring scale to measure the weight (resistance force) of the load.
- Describe how friction affects amount of force needed to do work over different surfaces or through different media.
- Explain how work can be done on an object (force applied and distance moved).

Science (cont.)

Force and Motion

- Recognize simple machines change amount of effort force and/or direction of force.
- Compare measures of effort force (measured using spring scale to nearest Newton) needed to lift load with/without use of simple machines.
- Identify simple machines in common tools and household items.



- Relate type of water body to the process by which it was formed.
- Recognize atmosphere is composed of mixture of gases, water and minute particles.
- Describe and trace path of water as it cycles through the hydrosphere, geosphere, and atmosphere (i.e., the water cycle: evaporation, condensation, precipitation, surface run-off/ groundwater flow).
- Identify different forms water can take (e.g., snow, rain, sleet, fog, clouds, dew) as it moves through water cycle.

Characteristics and Interactions of Living Organisms

- Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals in different vertebrate classes.
- Explain how similarities are basis for classification.
- Distinguish between plants (which use sunlight to make their own food) and animals (which must consume energy-rich food).
- Classify animals as vertebrates or invertebrates.
- Classify vertebrate animals into classes (amphibians, birds, reptiles, mammals, fish) based on their characteristics.
- Identify plants or animals using simple dichotomous keys.
- Recognize the major life processes carried out by the major systems of plants and animals (e.g., support, reproductive, digestive, transport/circulatory, excretory, response).

Processes and Interactions of Earth's Systems - Geosphere, Atmosphere, Hydrosphere

- Classify major bodies of surface water (e.g., rivers, lakes, oceans, glaciers) as fresh or salt water, flowing or stationary, large or small, solid or liquid,

- Identify and use appropriate tools (i.e., thermometer, anemometer, wind vane, hygrometer, barometer, rain gauge, satellite images, weather maps) to collect weather data (i.e., temperature, wind speed and direction, relative humidity, air pressure, precipitation, cloud type and cover).
- Recognize and summarize relationships between weather data (e.g., temperature and time of day, cloud cover and temperature, wind direction and temperature) collected over a period of time.
- Explain how major bodies of water are important natural resources for human activity (e.g., food, recreation, habitat, irrigation, solvent, transportation).
- Describe how human needs and activities (e.g., irrigation, dams, waste treatment, sources of drinking water) affect quantity and quality of major bodies of fresh water.
- Propose solutions to problems related to water quality and availability that result from human activity.

Composition and Structure of Universe and Motion of Objects Within It

- Recognize Earth is one of several planets within a solar system that orbits the sun, recognize moon orbits earth, recognize planets look like stars and appear to move across the sky among the stars.

- Describe physical features of the planet Earth that allow life to exist (e.g., air, water, temperature) and compare to physical features of the sun, the moon, and other planets.
- Sequence images of the lit portion of the moon seen from Earth as it cycles day-to-day in about a month in order of occurrence.
- Recognize the Earth rotates once every 24 hours.
- Relate changes in the length and position of a shadow to the time of day and apparent position of the sun in the sky, as determined by Earth's rotation.
- Relate the apparent motion of the sun, moon and stars in the sky to the rotation of the Earth

Scientific Inquiry

- Formulate testable questions and explanations (hypotheses)
- Recognize characteristics of fair and unbiased test and conduct fair test to answer question
- Make suggestions for reasonable improvements or extensions of a fair test.
- Make qualitative observations using five senses.
- Determine appropriate data collection tools and techniques.
- Use variety of tools and equipment to gather data (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scales).
- Measure length to the nearest centimeter, mass to the nearest gram, volume to the nearest milliliter, temperature to the nearest degree Celsius, weight to the nearest Newton.
- Compare amounts/measurements.
- Determine if measurements and computation of quantities are reasonable.
- Use quantitative and qualitative data as support for reasonable explanations.

- Use data as support for observed patterns and relationships and to make predictions to be tested.
- Evaluate the reasonableness of an explanation.
- Analyze whether evidence and scientific principles support proposed explanations.
- Communicate the procedures and results of investigations and explanations through oral presentations, drawings and maps, data tables, graphs (bar, single line, pictograph) and writings.

Impact of Science, Technology and Human Activity

- Design and construct a machine, using materials and/or existing objects that can be used to perform a task.
- Describe how new technologies have helped scientists make better observations and measurements for investigations (e.g., telescopes, electronic balances, electronic microscopes, x-ray technology, computers, ultrasounds, computer probes such as thermometers).
- Identify how the effects of inventions or technological advances (e.g., complex machinery, technologies used in space exploration, satellite imagery, weather observation and prediction, communication, transportation, robotics, tracking devices) may be helpful, harmful or both.
- Research biographical information about various scientists and inventors from different gender and ethnic backgrounds and describe how their work contributed to science and technology.
- Identify question that was asked or could be asked or problem that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through discovery).



- Work with group to solve a problem, giving due credit to the ideas and contributions of each group member