

## READING

### Harcourt Trophies

Students appropriately and automatically apply word identification strategies. Through reading, they explore various themes. They read and understand the structure of a wide range of materials, including textbooks, novels, poems, reference books and periodicals. They demonstrate appropriate selection of materials for research.

## WRITING

### Step Up to Writing

Students use a structured format to organize words and sentences into clear and meaningful informational text.

Students use the process of writing (prewriting, drafting, revising, editing, and publishing). They write in various forms such as explanations, fables, book reviews, and persuasive arguments.

### Six-Trait Writing Assessment

This classroom-scoring guide provides information and feedback to students about six important elements of their writing: content, organization, sentence fluency, word choice, voice, and conventions (grammar, spelling and punctuation).

Students write in D'Nealian cursive and increase their speed and accuracy on a computer keyboard.

## MATHEMATICS

### Connected Mathematics Project 2, as well as a supplemental Algebra curriculum

The foundation for both programs is that mathematics concepts and skills are best learned in context while solving problems. Mathematics computation is embedded within real-life problem situations and concepts and strategies are reviewed and extended throughout the year. CMP2 provides a transition into middle school mathematics.

Units of study include:

- Prime numbers, composites, factors, multiples and divisibility
- Fractions and decimals
- Polygons, angle measurement, symmetry, and parallel and perpendicular lines
- Graphing, mean, median and mode
- Area and perimeter
- Algebraic relationships
- Long division

## SOCIAL STUDIES

### The World Around Us: The United States and it's Neighbors

Students learn about many aspects of the United States. They use research and technological tools to learn how historical conditions, events, and people have shaped ideas within the history of the U.S. through the mid 1800's. They learn to use and design various maps and charts to display physical and political symbols and information. They learn about the structure of the U.S. government and economy.

## SCIENCE

### Full Option Science System (FOSS)

**Landforms** - Students develop concepts of physical geography and mapping. They use stream tables to simulate the creation of landforms and make use of topographic maps that describe landforms.

**Food and Nutrition** - Students are provided with the means for testing foods for acid content, Vitamin C content, fat content, and sugar content. They use their knowledge and nutritional information from product ingredients to plan and evaluate lunch menus.

**Models and Designs** - Students develop the concept of a scientific model and have opportunities to create solutions to a variety of problems. Strong emphasis is placed on the construction of working models and solving real-world problems.

## HEALTH/FITNESS

### Physical Skills/Health-Related Fitness -

Students explore leisure activities such as golf and tennis and individual activities such as juggling and unicycling. They analyze health-related fitness components including diet and nutrition as they relate to their own fitness goals.

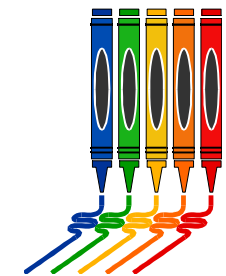
### Healthy Lifestyles -

Students examine the maturation process related to puberty and to identify ways to prevent diseases (including HIV). They learn to avoid drugs and alcohol and practice conflict resolution, decision-making and refusal skills, criteria for judging reliable sources of health information, recognize risky situations and how to avoid them and methods to resolve conflict.

## THE ARTS

### Visual Arts -

Students investigate the use of contrast in color (dark/light, warm/cool, and intense/dull), can identify color schemes (complementary, analogous, and monochromatic), and use converging lines to create perspective. They use their understanding of ratio and proportion, recognize foreground, middle, and background, and apply their knowledge and skills to computer-generated images. They respond and evaluate their own work as well as that of others using art vocabulary that is descriptive and analytical.



## OLYMPIA SCHOOL DISTRICT

### *VISION: What Every OSD Graduate Should Know:*

Olympia School District graduates will be contributing citizens of a world society. They will be critical thinkers with a capacity for lifelong learning and with the ability to collaborate across a diverse community. They will have critical skills & knowledge in these subject areas:

- Reading & writing
- Mathematics
- Science
- Career & technical education
- Civics, economics & history
- Health, nutrition & fitness
- Visual & performing arts
- World languages

In addition, graduates will have specific skills and attitudes that cross these subject areas, including:

- Collaboration skills
- Communication skills
- Computer and technology skills
- Environmental stewardship
- Healthy social & emotional development
- Information/media literacy
- Leadership skills
- Numerical competency
- Skills for appreciating and working in diverse communities (multi-cultural or cross-cultural literacy)

### *Our Strategic Goals: To achieve our vision, the OSD focuses and aligns its resources to achieve 6 key goals in these 3 areas: Effective classrooms, Effective schools, and Engagement with the community.*

- High Academic Standards, Expectations & performance
- Individualized Learning
- Integrated Learning
- Best Practices
- A supportive working environment.
- Increased family and community involvement



## **Parents are Educational Partners**

Children spend far more time at home than they do in school. How they spend their time at home makes all the difference. And, the way parents connect home life with what children learn at school lets children know why learning is important.

As educational partners, we want you to know what to expect for your child in the classroom so that you can continue to encourage curiosity about the world before and after school. Recognizing and making the most of learning opportunities in the classroom, as well as outside the classroom, makes a big difference in the success of every child. Your child's teacher can suggest some learning activities far beyond the school day.

## **Washington State Learning Goals**

**GOAL 1** *Read* with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

**GOAL 2** *Know* and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness;

**GOAL 3** *Think* analytically, logically and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

**GOAL 4** *Understand* the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

TK/curriculum/parent's guide 8/29/09

## **Olympia School District**



## **A Parent's Guide To Grade 5 Curriculum**