

A Parent's Guide to Curriculum



Bensenville School District 2 Mission Statement

The purpose of Bensenville Elementary School District 2 is to prepare each student for a world of opportunities as a responsible citizen.

The Primary Goal of District 2 is:

To have staff members who each and every day work to give children a foundation for success so that they may achieve academic excellence and reach their full potential as responsible citizens.

Strategies

- 1) Create a safe, trusting, secure and orderly school learning environment.
- 2) Achieve a greater understanding of each other and the world around us.
- 3) Teach children and adults to manage conflict in a responsible manner.
- 4) Build partnerships to unite schools, families, community members and businesses that create a community of life-long learners who support and take pride in District 2.
- 5) Establish recognition for all members of the learning community - students, parents, teachers, volunteers, staff members and community partners - so that excellence is recognized and rewarded.

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Fifth Grade Program of Studies

The elementary faculty meets regularly to discuss important areas of student development. Our collaboration includes discussing what we teach, studying child development theory and practice, looking at how to build on the rich background established in our primary programs, and determining how our program meets the goals of District 2.

Fifth grade provides a transition year for students to prepare for middle school. During this transition period teachers work hard to stimulate each student's desire to learn and foster a positive attitude towards school. Students are provided with a secure social environment in order to maintain peace of mind at school. An environment of mutual respect among students as well as between students and adults is established, giving students opportunities for resolving problems on their own. Students are presented with learning opportunities for success and that challenge them to improve their skills and expand and deepen their knowledge. Activities are organized in which students are active participants in the process. At the fifth grade level teachers also work hard to promote their students' self-confidence for its own sake as well as to support the learning process. Each student is called upon to take responsibility for his/her own actions, both in academic performance and in personal behavior. In the classroom, students are given opportunities to work individually and in small groups, and maximize the benefits gained from working together and teaching each other.

Fifth Grade Developmental Overview (Ages 6-10)

As children move into the middle years of childhood, "there is a qualitative change in the way they organize their thinking, their feeling, and their social relating...they begin to construct a concrete world that conforms for the first time to the laws of nature, and they are interested in the limits and possibilities within that world" (1). This new-found ability coupled with "an evolving capacity to grant to themselves and to others a separate mind and a distinct point of view" has profound academic and social implications. (2)

An expanding view of the world continually brings into consideration more people and places, more time and more ideas. A child's success during this time can be measured, in part, by his/her ability to perceive "how they should function in these varied contexts (people, place, time, and idea) and some of the rules that govern these perceptions." (3)

Peer relationships take on an added dimension and are crucial to development. Friendships contribute to the development of social identity, the sharing of norms of social behavior, the practice of social skills and the establishment of social structures. (4) The inherent conflicts that arise enable peers to exchange different viewpoints, goals, and desires and then work together towards solutions. The success of this stage depends largely on a child's sense of competence and mastery regarding the tasks placed before him with respect to academic challenges, socialization and peer relationships.

1 Robert Keegan, *In Over Our Heads, The Mental Demands of Modern Life*. Harvard University Press, 1994.

2 Greenspan and Pollock, *The Course of Life, Vol.III Middle and Late Childhood*, International Universities, Inc., 1991.

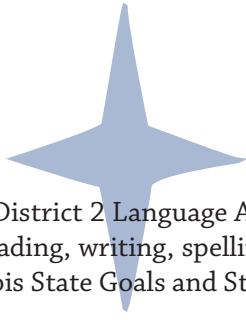
3 Ibid.

4 Kevin Durkin, *Developmental Social Psychology*, 1995.

Library Media Centers

The purpose of the K-8 Library Media Center program is to support all areas of the curriculum by:

- providing students and staff members with quality print, electronic, and telecommunications resources and providing guided access and instruction in their use.
- assisting classroom teachers in planning and implementing expanded curriculum opportunities for identified gifted students.
- supporting and connecting with other community resources, e.g. the Bensenville Community Public Library.
- teaching students to select, evaluate, interpret, record, and organize information.
- supporting the development of life-long reading and learning in all students by exposing them to a variety of literature, authors, and illustrators.



Curriculum Overview

Language Arts

The District 2 Language Arts program reflects the belief that literacy is a communication process that includes the areas of reading, writing, spelling, grammar, listening, speaking, and information processing. Program goals are based on the Illinois State Goals and Standards for Learning for Language Arts and the current best practices in the area.

The goal of the Fifth Grade Language Arts program is to develop high achieving students who exhibit the following literary behaviors*:

1. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sentence structure, context).
2. Read a wide range of texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among the texts are fictional and nonfiction, classic and contemporary works.
3. Apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.
4. Use spoken, written and visual language to accomplish their purposes and for the exchange of information.
5. Use a variety of technological and informational sources to gather and synthesize information and to create and communicate knowledge.

*Adapted from the International Reading Association and the National Council of Teachers' of English Standards for the English Language Arts.

Fifth Grade Language Arts Overview

The following is a list of skills your child should master prior to their entrance into middle school. We highly encourage a continuation of skill development in these areas at home.

Reading

- Learn grade level high frequency words*
- Recognize word endings
- Locate information in a dictionary and thesaurus
- Use semantic word maps
- Summarizes text
- Draw conclusions
- Infer author's message and purpose
- Identify the correct multiple meaning word in a dictionary
- Identify personal narrative and journal/diary
- Utilize prefixes/suffixes
- Recognize spelling changes
- Understand similes and metaphors
- Recognize and use acronyms
- Use QAR strategies*
- Connect text to world
- Identify a riddle
- Identify content area reading
- Identify informational article
- Identify myth, legend, fable
- Identify autobiography, short story, an interview, historical fiction, a speech, and science fiction
- Map a story
- Apply KWL/KWWL
- Give and support an opinion
- Identify how authors use text to express ideas
- Analyze charts, tables, diagrams, headings, captions, pictures and maps
- Answer questions using illustrations from text
- Extend ideas beyond the text
- Analyze who, what, when, where and how
- Compare and contrast plot
- Evaluate information using supporting facts
- Explain how authors use text to express ideas
- Explain how illustrators use pictures to express ideas
- Explain how information presented in graphics is used to form opinions
- Explain authors' point of view
- Apply information from tables, maps, and charts
- Develop skills for technical reading
- Interpret and apply written directions and directions on a computer screen
- Identify plot turning point
- Locate and identify the author/illustrator page
- Locate and identify picture captions
- Categorize and clarify literary works
- Compare and contrast literary works
- Generate questions
- Locate and identify features of fictional and non-fiction-

- al literary text
- Locate and identify fictional and non-fictional story elements
- Locate and identify topic, main idea, and details
- Locate and identify the dedication page, glossary, graphic elements, headings and index
- Identify literary genre
- Explore the elements of poetry
- Describe and utilize rhyme, alliteration, and similes
- Describe how feelings are used to create meaning
- Describe and utilize imagery and poetic devices
- Identify different forms of poetry
- Recognize the structure of different genre
- Identify personification
- Identify use of dialogued text
- Identify author's purpose and viewpoint
- Identify purpose of text
- Read and identify features in different genre
- Differentiate between fact/opinion

Writing, Grammar, Spelling

- Spell grade-level high-frequency words correctly
- Utilize a journal
- Demonstrate subject/verb agreement
- Move from phonetic towards transitional and standard representation

- Identify parts of speech
- Identify and use adverbs, conjunctions, and prepositions
- Brainstorm ideas
- Develop and maintain a topic
- Develop a focus, details and a wrap-up
- Write multiple paragraph essays for a variety of purposes
- Write lists and notes

Listening and Speaking

- Demonstrate the ability to listen for different purposes
- Respond politely and appropriately
- Demonstrate understanding
- Sequence events
- Make predictions
- Demonstrate the ability to listen for different purposes
- Follow sequential, chronological and logical oral instructions
- Ask appropriate questions
- Ask relevant questions
- Present prepared student work
- Formulate answers to questions

*Indicates skills that surpass state requirements

(Standards Updated and Revised 7-14-2004)

Mathematics

The District 2 mathematics program enables children in the elementary grades to learn more mathematical content and become life-long mathematical thinkers. The math program is aligned to the Illinois Standards for Learning and the National Council of teachers of Mathematic Standards.

The goal of the Fifth Grade Math Curriculum is to develop high achieving students through:

1. High expectations for all students
2. Development of problem solving strategies and mathematical concepts built on a strong computational skill base
3. Emphasis given to establishing links from past experiences
4. Interaction and practice with concrete materials, pictures, verbal statements and symbolic arithmetic statements.
5. Balance among the mathematical strands of Numeration & Computation, Measurement, Algebra, Geometry, and Data Analysis & Probability.
6. Collaborative learning in partner and small group activities.

While in fifth grade students will solidify their foundation for future academic success. Throughout this year your child will spend his/her time beginning the development of many new skills, along with revisiting the long list of skills introduced and established in primary years. During the month of March, every fifth grade student in the state of Illinois is required to take either the Illinois State Achievement Test (ISAT) or the Illinois Measurement Assessment of Growth in English (IMAGE) in mathematics. While many skills will be introduced and developed, the following is a list of skills that you child should be secure in by the end of 5th Grade. Reinforcement and continuing development of these skills at home is highly encouraged and recommended.

Numeration and Computation

- Read and write numbers to billions and 3-digit decimals
- Compare 7 or more digit numbers
- Evaluate expressions using $<$, $>$, and $=$ symbols
- Identify place value in numbers to billions and decimals through thousandths
- Identify prime or composite numbers through 100
- Order and compare decimals with up to 3 places
- Write decimals with expanded notation
- Count by hundredths
- Identify and name mixed numbers
- Recognize and generate equivalent forms of familiar fractions
- Use calculator to rename a fraction as a decimal or percent and convert between familiar fractions, decimals and percents
- Order and compare fractions having like or unlike denominators
- Solve problems involving proportional relationships and multi-step addition and subtraction number stories
- Add whole numbers and decimals
- Subtract up to 7-digit numbers and 3-digit decimals
- Use symbols $*$, $/$, $=$
- Use estimation to multiply by whole numbers
- Multiply multi-digit numbers (3-digit by 2-digit)
- Compute with 10, 100, 1000 and other powers of 10
- Use estimation to divide by whole numbers
- Divide with 2-digit numbers (long division)
- Solve division number stories
- Practice extended division facts
- Identify and find factors of a number
- Determine the least common multiple and greatest common factor of a set of numbers
- Convert between mixed numbers and fractions
- Compare and order positive and negative numbers
- Identify square numbers (up to 100)
- Multiply and divide using a calculator
- Identify and express ratios using appropriate notation

Measurement

- Multiply money amounts (with decimals)
- Divide money amounts (non-decimal)
- Develop and use formulas to determine the area of triangles, parallelograms, and trapezoids
- Find the perimeter and area of irregular shapes
- Estimate and compare perimeter and area
- Convert US customary and Metric measurements without the assistance of a conversion chart
- Identify customary and metric units of capacity
- Compare capacities and containers
- Find the volume a 3-dimensional figure using a formula
- Use a mileage map and map scale
- Find locations on a globe or map

Algebra

- Determine the value of a variable ($8 * Y = 32$)
- Solve one step linear equations with one missing value
- Apply the use of parentheses in number sentences
- Solve problems with whole numbers using order of operations, equality properties and appropriate field

properties

- Create, model, and solve algebraic equations using concrete materials
- Create patterns with 3-dimensional shapes
- Investigate, extend, and describe arithmetic and geometric sequences of numbers whether presented in numeric or pictorial form
- Demonstrate how the change in one quantity results in a change in another quantity
- Add and subtract 2-digit- numbers in number sentences containing parentheses
- Solve linear equations using algebraic or graphical representation
- Make up & solve number sentences with parentheses
- Identify and provide examples of the identity property of addition and multiplication
- Identify and explain incorrect uses of the commutative, associative, and distributive properties

Geometry

- Locate and plot points on a coordinate grid
- Describe paths and movements on coordinate systems
- Determine the distance between points along horizontal and vertical lines of a coordinate system
- Identify, label, and find the radius, diameter, and circumference of a circle
- Identify and name angles, estimate the measure of an angle (acute, right, obtuse) and measure angles with degree units
- Identify types of triangles and congruent figures
- Perform simple constructions with a compass and straightedge
- Describe the difference between congruence and similarity
- Determine if two polygons are congruent using measure of angles and sides
- Differentiate between polygons and non-polygons
- Describe properties of geometric solids
- Design and create tessellations
- Solve problems that involve vertical, complementary, and supplementary angles
- Justify the relationships between vertical angles
- Justify that the sum of a triangle is 180 degrees and the sum of a quadrilateral is 360 degrees

Data Analysis and Probability

- Select an appropriate graph format to display given data
- Recognize and explain misleading displays of data
- Read a circle graph
- Find and use the mean and compare the median and mean
- Record data on a map
- Plot points (ordered pairs) on a coordinate grid
- Solve problems involving chance outcomes
- Conduct probability experiments
- Express simple probabilities as a fraction between zero and one
- List all possible outcomes of compound, independent events

(Standards Updated and Revised 5-24-2007)

Science

The District 2 Science Curriculum is a student-centered program focusing on hands-on activities, ongoing assessment, and integration into other content areas. The program is aligned to the Illinois State Standards for Learning and the National Science Teachers Association.

The goal of the Science program is to develop high achieving scientifically literate students who will:

1. Have an understanding of the process of scientific inquiry.
2. Understand the key concepts and principles of life, physical and earth sciences.
3. Recognize the relationship among science, technology, and society.
4. Become familiar with the reading skills necessary to decode and understand non-fiction reading.
5. Interpret and create graphics relevant to activities and text.
6. Have the ability to apply the scientific method to learn scientific concepts and vocabulary.
7. Investigate scientific principles as they apply to a contemporary technological society.

Fifth Grade Science Overview

Throughout fifth grade your child will spend his/her time continuing the development of many concepts, of skills introduced in primary grades. While many topics will be covered, the following highlight the main concepts that students should be secure in before entering middle school.

Life Science

- Plants have great diversity in both nonvascular and vascular groups. However, all plants have chlorophyll, enabling them to make food. Vascular plants have special tissue for transporting materials.
- The presence or absence of seeds is a major grouping criterion for plants. Plants with seeds reproduce sexually. Plants without seeds produce asexually.
- Animals adapt to their environment in a variety of ways. The diversity of animals is enhanced through genetics.
- All living and non-living things interact in an ecosystem.
- Different ecosystems around the world house a multitude of organisms constantly interacting with each other. All ecosystems change over time, with a few undergoing sudden transformations.

Physical Science

- All matter is made up of atoms and molecules. Matter composed of only one kind of atom is an element. Matter can change states, from solid to liquid to gas and back, through heating and cooling. Matter has definite melting and boiling points to define those changes.
- Matter can be combined physically or chemically, resulting in changes in properties. Chemical changes produce a new substance. Energy has multiple forms and can be transformed from one form into another.
- All matter has inertia, resistance to a change in motion.

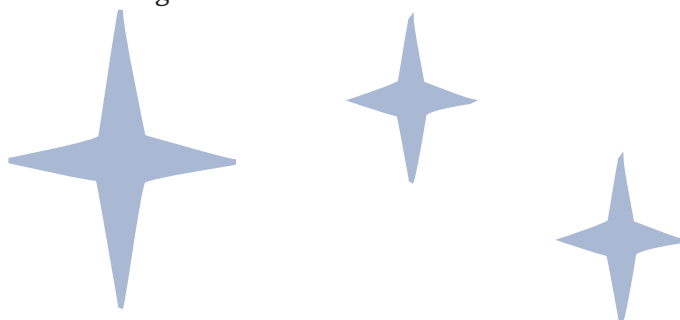
Newton's laws describe that objects in motion stay in motion and those at rest stay at rest, unless acted upon by an outside force.

- Vibrations produce sounds that vary in loudness, pitch, and quality. Sounds can be reflected and travel through matter at given speeds.
- Light travels in straight paths, which interact with mirrors and lenses. Wavelengths of light are in visible (colors) and invisible ranges, each with properties that make it useful.

Earth Science

- Gravity affects Earth, defining its position and movement in relation to its neighbors.
- Rocks and minerals of Earth's crust are in constant change by destructive and constructive forces and humans.
- Earth's air, water, and energy resources are all necessary for life. Each must be kept clean and used efficiently to prevent the degradation and pollution of this planet.
- Weather varies depending on the isolation, humidity, and air pressure. These factors are closely interrelated. A change in one can bring about a change in the others.
- Air masses meet and produce fronts and, at times, severe storms. The pattern of overall weather changes is the climate of a region, a pattern affected by many factors.

(Standards Updated and Revised 7-14-2004)



Social Science

The District 2 social science curriculum is aligned to the Illinois State Goals and Standards for Learning and the National Council for Social Studies. The goal of the social science curriculum is to develop high achieving students who exhibit the ability to think critically and understand the following themes:

1. Political Systems- Through the study of various forms and levels of government and the documents and institutions of the community, state and county, students will develop the skills and knowledge that they need to be contributing citizens.
2. Economy- People's lives are directly affected by the economies of cities, states, nations and the world. Students will understand that all people engage in economic activity including but not limited to: buying, selling, trading, producing, and consuming. With this knowledge students will be able to make more informed choices, use resources appropriately, and function as effective participants in the world economy around them.
3. History- Students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, and interactions have led to today's realities. As a result, they can better define their own roles as participating citizens.
4. Geography- Students must learn about and understand the world's physical features, how they blend with social systems and how they affect economies, politics, and human interaction. The combination of geographic facts and broad concepts provides a deeper understating of geography and its effects on individuals and societies.
5. Social Systems- There are two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of language, literature, arts, and traditions of various groups of people. The second aspect is the interactions among individuals, groups, and institutions.

Fifth Grade Social Science Overview

History Through Modern Times

Rules and Responsibilities of Citizens

- Give examples of civic and personal responsibilities
- Define rule of law
- Predict the consequences of ignoring rights of others

State and Federal Government

- Explain the characteristics of a democracy
- Justify why people need to make rules and laws
- Summarize the main points in constitutional documents
- Explain how the U.S. constitution can be amended and summarize the evolution of one of the amendments
- Describe the purpose behind the principles of sharing powers among the executive, judicial, and legislative branches of the government
- Describe some of the roles and responsibilities of top government officials in Illinois

Economics

- Demonstrate how education and training improve skills and increase productivity (Junior Achievement)
- Describe how consumer demand drives the production of goods and services
- Identify the characteristics of effective entrepreneurs
- Define imports and exports
- Describe the differences between income tax, sales tax, and property tax

Map Skills

- Determine the absolute location of places using a map grid with latitude and longitude
- Mark major ocean currents, wind patterns, landforms and climate regions on a map
- Compare maps that show population to identify the rela-

tionship between settlement and physical features

- Identify factors that influence the location of cities

U.S. History

- Compare the causes of wars in a particular period of world history with the causes of modern day wars
- Describe a conflict that occurred between people over competition for scarce resources or for control of trade
- Explain the reasons for the establishment of English settlements in early America

Westward Movement

- Compare and contrast the changes in family life as people moved from one geographic region to another
- Explain how life changed or stayed the same in a region using two historic maps that depict different times

Civil War

- Explain why the use of slaves was an integral part of both industrial and agricultural economics
- Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States
- Describe the social roles that slaves played

Industrialization

- Assess the effects of significant invention or technological innovation on the physical and cultural environment
- Describe how people used human or animal power to cultivate crops before the onset of mechanical technology

Current Events

- Tell/talk about current events

(Standards Updated and Revised 7-20-2005)

Physical Development and Health

The District's Physical Development and Health program is based on the Illinois State Goals and Standards for Learning. The District believes effective human functioning depends upon optimum physical development and health. Physical education provides students with the knowledge and attitudes necessary to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills. The Physical Health and Development program is one phase of the total educational program which enables students to safely develop physically, mentally, socially, and emotionally to their maximum capacity.

Intermediate Physical Education Overview

At the intermediate level, students meet three times each week to participate in a variety of physical activities. Emphasis is placed on safety, fitness, skill development, good sportsmanship, and active participation. Physical fitness testing is administered to each student in the spring. The results will be sent to parents at the end of the school year.

Activities include: individual sport skill development, team sport skill development, lead-up, low-organized games, basketball, floor hockey, stunts and tumbling, volleyball, rhythms, fitness activities, relays, soccer, flag football, softball, track and field and jump rope activities.

(Standards Updated and Revised 7-20-2005)

Fine Arts

The District 2 Fine Arts program is based on the Illinois State Goals and Standards for Learning as well as the National Standards established by the Music Educators National Conference, the Illinois Music Educators Association, the Illinois Art Education Association, and the Illinois Theater Association. The K-8 discipline-based curriculum contributes to the creative development, self-discipline, critical thinking, and self-esteem of every child. Whenever possible, the arts are integrated into the other areas of learning.

The goals of the Fine Arts program are to develop high achieving students who will: understand the elements, processes, tools, and the unique qualities of the arts; demonstrate and apply the skills and knowledge necessary to create and perform in the arts; know and be able to recognize significant works in the arts and how they reflect various cultures and civilizations past and present; and nurture talents and abilities that will continue throughout their lives.

Intermediate Fine Arts Overview

Students will receive an alternating 9-week rotation of instruction in music and visual art.

Music

Elements: Students will continue to develop of the following elements: tempo, dynamics, patterns, direction and form while integrating age-appropriate reading skills.

Performance: may include playing the recorder, performing on pitched and non-pitched instruments, singing, and movement.

History and Culture: patriotic songs, holiday songs, composers, band and orchestral instruments.

Visual Art

Students will expand on instruction offered at the primary grades by continuing to experiment with line, shape, color, value, texture, and pattern. Students will also expand on the materials and techniques used at the primary level to include sculpture and printmaking. Students will learn to express themselves through analysis and reflection on their own works of art. Whenever possible, art will be integrated into the whole school curriculum.

Instrumental Music

Students in Grades 5-8 may participate in the District's Instrumental Music program. Participation in band provides students with an opportunity to develop, enrich, and refine instrumental performing skills.

Fifth Grade Band

Students receive two half-hour lessons each week during the regular school day. As abilities advance, students rehearse together as a beginning ensemble. Students are taught basic music fundamentals such as reading music

notation, tone production, proper breathing and playing technique, music terminology, music history, and proper instrument care.

(Standards Updated and Revised 7-20-2005)