

Fifth Grade

Grade Level Objectives



Kelvin Grove School

Education is our connection to the future.

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District 91 Mission Statement

We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

A copy of the *Illinois State Learning Standards* can be accessed via the Internet on the Illinois State Board of Education Home Page at :
<http://www.isbe.state.il.us/ils/>
or by contacting the building principal.

Art

Given a select visual image, students will:

- ◆ Identify neutral colors.
- ◆ Identify positive space in a work of art.
- ◆ Identify negative space in a work of art.
- ◆ Identify the point of perspective.
- ◆ Identify color schemes used in a work of art.
- ◆ Understand elements of design.
- ◆ Understand how different techniques create different textures.
- ◆ Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- ◆ Demonstrate how to blend colors to achieve a more natural color scheme.
- ◆ Understand how light plays on color.
- ◆ Demonstrate how texture can be achieved in painting.
- ◆ Demonstrate pinch and coil clay methods.
- ◆ Demonstrate pen and ink techniques.
- ◆ Demonstrate design techniques with various mediums.
- ◆ Organize the elements of design in a complete composition
- ◆ Use a grid to enhance an image.
- ◆ Effectively use several drawing mediums together in one drawing.
- ◆ Create a two or three-dimensional piece from textiles.
- ◆ Create a mural to fit the given environment.
- ◆ Create a work of art using plaster techniques.
- ◆ Identify works of art in their everyday world.
- ◆ Verbally create a story to tell what the picture is about.
- ◆ Recognize what a work of art tells about life in the time that it was created.
- ◆ Understand the function of art in different cultures.
- ◆ Identify given significant time periods in the arts.



The grade level objectives listed in this brochure are aligned with the Illinois State Learning Standards and represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.

Music

Fifth Grade Team

Mrs. Dickson

Mrs. Kurczak

Mrs. Hodkowski

Mrs. Cravens~ Art

Mrs. Randolph~ Music

Mr. MacFarlane~ PE

Mrs. Forristall~ Gifted Program

Mrs. Harder-Resource

Mrs. Mackay-Special Education

- ◆ Tone color – distinguish different voices, instruments and other sounds.
- ◆ Harmony (e.g., ostinatos, countermelody, partner songs and rounds).
- ◆ Melody – recognize similar melody patterns: steps, leaps, repeats, shape, direction – upward/downward/up & down.
- ◆ Form (e.g., AB; ABA; verse/refrain; call/response; solo/chorus, rondo ABACA, theme and variation).
- ◆ Rhythm (e.g., explore patterns from notation, syncopation, even, uneven, same/different, repeated).
- ◆ Meter – recognize changes 2,3, 4, 6 in notation (e.g., match conducting patterns for different meters with appropriate gestures, listening, strong/weak, strong beats using accents indicated by gestures).
- ◆ Dynamics – recognize difference in terms and how they affect music.
- ◆ Phrase – recognize and define like/unlike and short/long
- ◆ Mode – major/minor (e.g., explore Pentatonic, whole/half steps).
- ◆ Understand how elements and principles combine within an art form to express ideas.
- ◆ Classify musical sound sources into groups:
 - Instrumental families
 - Vocal ranges
 - Solo/ensembles
- ◆ Read and interpret the traditional music notation of note:
 - Values
 - Letter names – Treble Clef
 - lines E G B D F,
 - spaces F A C E
- ◆ Sing or play acoustic or electric instruments demonstrating technical skill.
- ◆ Identify and describe the relationship between the arts and various environments
- ◆ Describe how the arts function in commercial applications (e.g., mass media and product design)
- ◆ Identify & describe how the arts communicate the similarities & differences among various people, places & times.



- ◆ Identify stages in growth and development.
- ◆ Identify causes and consequences of conflict among youth
- ◆ Demonstrate positive verbal and nonverbal communication skills.
- ◆ Describe key elements of a decision making process.
- ◆ Describe situations where refusal skills are necessary.
- ◆ Role-play to demonstrate avoidance of dangerous situations.
- ◆ Describe benefits of early detection and treatment of illness.

Physical Education



- ◆ Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
- ◆ Identify the principles of movement.
- ◆ Identify and apply rules and safe procedures in physical activities.
- ◆ Identify offensive, defensive and cooperative strategies in selected activities and games.
- ◆ Describe the benefits of maintaining a health-enhancing level of fitness.
- ◆ Regularly participate in physical activity for the purpose of sustaining or improving individual levels of fitness.
- ◆ Monitor individual heart rate before/during/after physical activity with and without the use of technology.
- ◆ Match recognized assessments of health-related fitness to corresponding components of fitness.
- ◆ Set a personal health-related fitness goal.
- ◆ Demonstrate the relationship between movement and health-related fitness components.
- ◆ Accept responsibility for one's actions in group physical activities.
- ◆ Use identified procedures and safe practices without reminders during group physical activities.
- ◆ Work independently on tasks until completed.
- ◆ Work cooperatively with a partner or small group to reach a shared goal during physical activity.

Reading/Language Art

- ◆ Apply word derivations.
- ◆ Understand word origins.
- ◆ Clarify word meaning using context clues and a variety of resources including glossaries and thesauruses.
- ◆ Use a dictionary to determine the appropriate meaning for multi-meaning words.
- ◆ Use information to form and refine questions and predictions.
- ◆ Make and support inferences and form interpretations about main themes and topics.
- ◆ Summarize and make generalizations from content and relate to purpose of material.
- ◆ Identify structure of nonfiction texts to improve comprehension.
- ◆ Continuously check and clarify for understanding.
- ◆ Read age-appropriate material aloud with fluency and accuracy.
- ◆ Establish purpose, survey materials, ask questions, make predictions, connect, clarify, & extend ideas.
- ◆ Compare and contrast the content and organization of reading selections.
- ◆ Connect information presented in tables, maps, and charts to printed or electronic text.
- ◆ Explain how authors and illustrators use art to express their ideas.
- ◆ Identify metaphor.
- ◆ Identify imagery.
- ◆ Identify dialogue.
- ◆ Identify onomatopoeia.
- ◆ Describe how tone is used in literature to create meaning.
- ◆ Identify the features of historical fiction and fantasies.
- ◆ Respond to literary materials by making inferences, drawing conclusions, & comparing to one's own experience, prior knowledge, & other texts.
- ◆ Identify and explain themes that have been explored in literature from different societies and eras.



- ◆ Relate literary work, character, setting, and plot to current and historical events, people, and perspectives.
- ◆ Edit and revise using contemporary technology and formats suitable for submission and/or publication.
- ◆ Identify and use irregular verbs.
- ◆ Identify and use prepositions and prepositional phrases.
- ◆ Use commas in noun of address.
- ◆ Identify and use subject complements and direct objects.
- ◆ Identify and use subject and object pronouns.
- ◆ Identify and use appropriate punctuation.
- ◆ Generate and organize ideas using a variety of planned strategies.
- ◆ Utilize the writing process.
- ◆ Establish central idea, organization, and unity in relation to purpose and audience.
- ◆ Expand ideas by using description, support and elaboration.
- ◆ Proofread for spelling, capitalization, punctuation, and form.
- ◆ Compose narrative, expository, and persuasive writings for a specified audience.
- ◆ Compose poetry for a variety of purposes.
- ◆ Produce and format compositions for specified audiences using available technology.
- ◆ Demonstrate an understanding of the listening process by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
- ◆ Ask and respond to questions related to oral presentations and messages in small and large group settings.
- ◆ Restate and carry out a variety of oral instructions.
- ◆ Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
- ◆ Use speaking skills and procedures to participate in group discussions.
- ◆ Identify methods to manage or overcome communication anxiety and apprehension.
- ◆ Identify main verbal/nonverbal communication elements & strategies to maintain communications to resolve conflict.
- ◆ Formulate research and construct a basic research plan.
- ◆ Organize and integrate information from a variety of sources.

in the community.

- ◆ Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships).
- ◆ Demonstrate understanding of Earth/Sun relationship by preparing a model or by designing a demonstration to show the tilt of Earth in relation to the Sun in order to explain day/night and length of day at different locations on Earth.
- ◆ Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).
- ◆ Describe how culture is shared through music, art, and literature throughout the world over time.
- ◆ Describe how an artistic tradition has been changed by technology (e.g., photography, music).
- ◆ Describe how social celebrations (parades, fairs) reinforce cultural values.

Health



- ◆ Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease.
- ◆ Describe and compare health safety methods that reduce the risks associated with dangerous situations.
- ◆ Describe how individuals and groups influence the health of individuals.
- ◆ Explain interrelationships between the environment and individual health.
- ◆ Identify basic body systems and their functions.
- ◆ Explain the positive and negative effects of health-related actions on body systems.
- ◆ Understand and give examples of the benefits of proper nutrition.
- ◆ Identify physical, mental, social and cultural factors affecting growth and development of children.

Social Studies



In fifth grade the science and social studies curriculum are integrated and studied during "themes".

- ◆ Give examples of civic and personal responsibilities of students and adults.
- ◆ Explain the characteristics of a "democracy."
- ◆ Justify why governments need to make rules and laws for people
- ◆ Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions.
- ◆ Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence.
- ◆ Explain how the U.S. Constitution can be amended.
- ◆ Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence).
- ◆ Define rule of law.
- ◆ State the names of the two houses in the Illinois state legislature.
- ◆ Describe the system of checks and balances between the three branches of the federal government.
- ◆ Differentiate between the characteristics of criminal and civil trials.
- ◆ Describe situations in their home, school, or community where the rights of minorities have been respected.
- ◆ Predict the consequences of ignoring the rights of other people in public places (e.g., smoking in a crowded theater).
- ◆ Explain how an individual or group has solved a problem in their community.
- ◆ Identify voting requirements.
- ◆ Mark major ocean currents, wind patterns, landforms, and climate regions on a map.
- ◆ Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation).
- ◆ Describe the locations of major physical and human features

- ◆ Paraphrase written information from a variety of sources.
- ◆ Take accurate notes from a variety of sources.
- ◆ Use computer to access periodicals.
- ◆ Determine the accuracy, currency and reliability of materials from various sources.
- ◆ Cite sources used (book/encyclopedia/magazine).
- ◆ Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes.
- ◆ Prepare and deliver oral presentations based on inquiry or research.

Math



- ◆ Read and interpret numbers .999 to 0.
- ◆ Compare and order fractions.
- ◆ Subtraction of fractions and mixed numbers with common denominators.
- ◆ Division with two-digit divisors.
- ◆ Compute & estimate whole numbers in +, -, x and division and their use in problem solving.
- ◆ Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
- ◆ Show that computational results using whole #'s, fractions & decimals are correct and/or reasonable estimates.
- ◆ Describe the relationship between 2 sets of data using ratios & appropriate notations (e.g., a/b, a to b, a:b).
- ◆ Calculate, compare and convert perimeter and area within the customary and metric systems.
- ◆ Estimate conversions between measures within the customary and metric systems.
- ◆ Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems.
- ◆ Describe relationships in a simple scale drawing.
- ◆ Construct and solve number sentences using a variable to rep-

- ◆ Analyze a geometric pattern and express the results numerically.
- ◆ Explain operations and number properties including transitive, distributive and order of operations.
- ◆ Solve linear equations involving whole numbers.
- ◆ Build physical models of two and three-dimensional shapes
- ◆ Describe and draw representations of geometric relationships, patterns, symmetries and designs in two and three-dimensions with and without technology.
- ◆ Compare geo. figures & determine their prop. including parallel/perpendicular/similar/congruent/line symmetry.
- ◆ Formulate logical arguments about geometric figures and patterns and communicate reasoning.
- ◆ Use data set, identify mode and range with and without the use of technology.
- ◆ Organize and display data using pictures, tallies, charts, bar graphs, line plots, and stem-and-leaf graphs.
- ◆ Make predictions and decisions based on data and communicate their reasoning.
- ◆ Formulate questions of interest and select methods to systematically collect data.
- ◆ Interpret results or make relevant decisions based on data gathered.
- ◆ Calculate the probability of a simple event.
- ◆ Determine the probability of an event involving “and”, “or” or “not.”

Science.



- ◆ Construct an inquiry hypothesis that can be investigated researching pertinent context, proposing the logical sequence of steps, securing the appropriate materials and equipment, or determining data-collection strategies and format for approved investigation.
- ◆ Communicate analysis and conclusions from investigation, interpreting graphs and charts, preparing oral, and/or written conclusions for peer review, or generating additional questions that can be tested.

- ◆ Test prototype conducting multiple trials, collecting reliable and precise data, or recording observations.
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- ◆ Communicate design findings selecting graphs and charts that effectively report the data, preparing oral and written investigation conclusions, or generating alternative design modifications which can be tested from original investigated question.
- ◆ Apply scientific inquiries or technological designs to explore the patterns of change and stability at the micro- and macroscopic levels of organisms (including humans), comparing the stages of simple life cycles and energy requirements, or identifying structures and their functions in cells, tissues, organs, systems and organisms (including humans).
- ◆ Apply scientific inquiries or technological designs to examine the nature of inheritance in structural and functional features of organisms (including humans), describing genetic and environmental influences on the features of organisms, distinguishing between inherited and acquired characteristics, or explaining how cells respond to genetic and environmental influences.
- ◆ Apply scientific inquiries or technological designs to examine the nature of learned behavior or responses in all organisms (including humans), distinguishing characteristics as learned or inherited, or conducting simple surveys relating to learned behaviors of classmates, and/or family members.
- ◆ Apply scientific inquiries or technological designs to explore constant, variable and periodic motion, tracing and measuring motion of vehicles (e.g., cars, bicycles, skates) in terms of position, direction, acceleration and speed in straight line, circular and inclined paths, introducing the concepts of harmonic and oscillating motion in everyday examples, or applying the concepts of natural frequency.
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