

# Fifth Grade Curriculum Overview

New Ulm Public Schools - Independent School District 88



*A leader in education through engaging and innovative programs and support structures*

## **NEW ULM MIDDLE SCHOOL**



New Ulm Middle School serves students in grades 5-8, providing a developmentally responsive program designed to meet both the academic and social-emotional needs of all students. NUMS is committed to the middle school philosophy and the delivery of a comprehensive education that supports the growth of the whole child. Students at NUMS are organized into small groups or “families,” reflecting the house concept, designed to provide students with a better sense of community and a more personalized learning environment.

Each day, students at NUMS participate in an advisory program where they will have an opportunity to develop a positive advisor-advisee relationship and build peer relationships in a small group environment. NUMS offers a variety of exploratory courses for grades 5-7 and electives for grade 8 (Agriculture and Industrial Technology, Art, Family, and Consumer Science and General Music). Beyond the exploratory and elective options, NUMS students will also engage in a Positive Intervention and Enrichment (PIE) program, which will provide instruction based on students' individual academic needs.

### **SCIENCE**

Fifth grade students receive daily science curriculum and focus on several key areas:

- Replicating investigations and using differing explanations to explain results; Collecting relevant evidence and critiquing an experiment.
- Know the difference between renewable and nonrenewable materials and their impact on the environment.
- Explains the structure and function of plant and animal parts and how they relate to survival.
- Know how humans change the environment, and whether this change is beneficial or harmful to themselves or other organisms.

### **COUNSELING**

Counseling curriculum for 5<sup>th</sup> graders focuses on establishing personal goals and developing plans for Academic, Career, and Personal/Social Development. Skills that are focused on include:

- Communication, time management, and teamwork. Creating a positive relationship between school success and work habits
- Career awareness and teach decision-making; assist students in managing conflict and conflict resolution.
- PBIS (Positive Behavior Intervention Support); and provide individual counseling; personal awareness, school, community, state and national rules and laws, and recognizing issues that affect physical safety; addressing the constant issue of bullying and cyberbullying; anger management and coping skills

#### **New Ulm Middle School**

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## ENGLISH/LANGUAGE ARTS

Fifth grade curriculum consists of many components, including foundational and literature skills, informational non-fiction text, language, and writing, speaking, viewing listening, and media literacy. Students will be able to demonstrate the following outcomes upon completion of this grade level:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.
  - Determine the theme of a story, drama, or poem from details in the text and summarize the text.
  - Determine the meaning of words and phrases used in a text.
  - Explain how a series of chapters or scenes fit together to provide the overall structure of a particular story, drama, or poem.
  - Determine two or more central ideas of a text and explain how they support the essential details.
  - Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate the use of standard English capitalization, punctuation, and spelling when writing.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.
  - Write informative/explanatory texts to examine a topic and convey ideas and information.
  - With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
  - Engage in collaborative discussions (one to one, in groups, and teacher-led) on grade 5 material learning to express themselves and build on others' ideas.
  - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
  - Distinguish among, understand, and use different types of print, digital, and multimodal

## SOCIAL STUDIES

In grade five, the lead discipline is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500 and subsequent interactions between Indigenous peoples, Europeans, and Africans during colonization and settlement. They examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy outlined in the Declaration of Independence, the Constitution, and the Bill of Rights. Students become immersed in historical inquiry, learning to "think like a historian." They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.

## HEALTH

While in fifth grade, students will be introduced or reinforced to the following but not limited curriculum areas:

- Comprehend concepts related to health promotion and disease prevention
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Use goal-setting skills and decision-making skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

## PHYSICAL EDUCATION

During fifth grade, students will be introduced or reinforced to the following but not limited curriculum areas including:

- Demonstrate competency in motor skills and movement patterns and developing beginning strategies for games
- Demonstrate an understanding of movement as it relates to physical health.
- Value physical activity for health, enjoyment, and social interaction.

## **MATHEMATICS**

The Mathematics Department aims to expose students to the benefits and enjoyment of mathematics by providing progressive, high-quality instruction for all students, at all levels. Fifth grade students will learn in several areas, including numbers and operations, algebra, geometry and measurements, and data analysis. By the conclusion of fifth grade, students will be able to:

- Divide multi-digit numbers
- Read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals
- Add and subtract fractions, mixed numbers, and decimals.
- Describe, classify, and draw representations of three-dimensional figures.
- Determine the area of triangles and quadrilaterals; determine the surface area and volume of rectangular prisms in various contexts.
- Display and interpret data; determine the mean, median, and range.

## **MUSIC**

In fifth grade, students receive General Music Education and have the option to choose Band and/or choir as an exploratory class. The music curriculum includes:

- Creating - generate musical ideas for various purposes and contexts
- Performing - select varied musical works to present based on interest, knowledge, technical skill and context
- Responding - choose music appropriate for a specific purpose or context
- Connecting - synthesize and relate knowledge

## **AGRICULTURE/INDUSTRIAL TECHNOLOGY (AGIT)**

Fifth grade students who elect this class are introduced to the essentials of agriculture – food, fiber and shelter, fundamental industrial processes, applied technology/mechanics, basic shop skills, and career discovery. Students gain a variety of learning experiences through resources, persons, lab activities, shop work, greenhouse projects, and classroom interaction.

## **MEDIA & TECHNOLOGY**

Fifth grade students will be expected to demonstrate the following outcomes:

- Demonstrate a sound understanding of technology concepts, systems, and operations.
- Apply digital tools to gather, evaluate, and use information.
- Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Demonstrate creative thinking, knowledge, and develop innovative products and processes using technology.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

## **ART**

Fifth grade students receive one hour per week of Visual and Media Arts Instruction. Areas of Visual Arts instruction will allow students to identify elements of art such as color, line, shape, texture, and space. Create two and three-dimensional works by drawing printmaking, ceramics, and sculpture; identify characteristics of art from different cultures and share works of art with others. Students will grasp the following Media Arts concepts: Identify elements such as image, sound, space, time, motion and sequence; use of digital technology and editing software to create works of art.

## **POSITIVE INTERVENTION AND ENRICHMENT**

Middle School students partake in a designated period during the school day, called PIE or "Positive Intervention and Enrichment." This time is used to provide students with the necessary interventions or enrichments to support individual student growth.