

*By the end of Fifth Grade, your child should be able to do the following in **PHYSICAL EDUCATION**:*

Body, Spatial and Social Awareness:

- ▶ Purposefully use pathways, levels, and directions, to change the continuity or flow of movement.
- ▶ Purposefully use general space to create or deny space when developing or using game strategies.
- ▶ Work in cooperation with teacher and peers.



Effort and Controlled Movement:

- ▶ Manipulate objects using varied amounts of force, flow and speed appropriate to the given situation.

Locomotor Movements:

- ▶ Perform small-group sequences comprised of even and uneven rhythmic patterns of locomotor and body movements.
- ▶ Perform jumping skills using ropes, tinikiling sticks or bands.

Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Balance with partners using principles of counter balance or tension.
- ▶ Travel into a spring takeoff and then transfer weight onto an apparatus.
- ▶ Transfer weight off low apparatus using a variety of body actions.



Dribbling, Kicking and Punting:

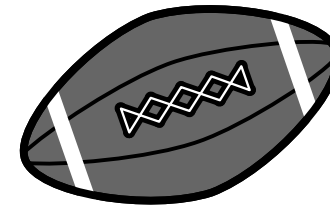
- ▶ Dribble and change from one speed and direction to another.
- ▶ Dribble or kick a leading pass to a moving partner.
- ▶ Trap a moving ball using the chest, thigh or foot.
- ▶ Cooperate to play a designed or given small-group activity involving dribbling, passing, kicking or punting to keep the ball away from opponents and to reach a goal area.

Throwing, Catching, Volleying and Striking:

- ▶ Throw a leading overhand pass to a moving partner.
- ▶ Catch various objects while moving toward a specified area.
- ▶ Throw to a partner or target, using varying degrees of force and speed.

Fitness:

- ▶ Demonstrate an understanding of the components of physical fitness. (Muscular endurance, flexibility, muscular strength, cardio-vascular endurance and body composition.)



Academic Expectations

*What You Can Expect During Your Child's Year in **Fifth Grade***

Art, Music, Library Media, Technology and Physical Education

While all children learn in different ways, you expect your child to make progress in school every year.

This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.

At Scotia-Glenville, learning is often integrated between subject areas. Reading and writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.

Our district also strives to have technology viewed as a set of complementary activities in all subjects.

Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.



A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.

All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.

*By the end of Fifth Grade, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Introduce one-point perspective.

Painting:

- ▶ Use various painting techniques to communicate an emotional quality to the artwork.

Color:

- ▶ Understand the power and implication of color using monochromatic colors; values; simple shading and blending of colors.

Printmaking:

- ▶ Print on a variety of papers and fabric.

3-Dimensional Constructions:

- ▶ Create sculptural forms supported by a simple internal armature.

Art History/Art Criticism/Aesthetics:

- ▶ Compare and contrast abstract vs. real life.
- ▶ Research and present information about an artist.

Technology:

- ▶ Use appropriate software to create art using computer technology.

Portfolios:

- ▶ Begin portfolios.

*By the end of Fifth Grade, your child should be able to do the following in **TECHNOLOGY**:*

Basic Operations:

- ▶ Begin to insert tables and charts into documents.
- ▶ Apply proofreading and editing skills.

Keyboarding:

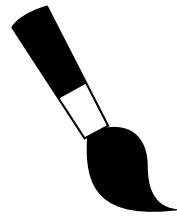
- ▶ Demonstrate proper finger technique more consistently.
- ▶ Demonstrate efficient keyboarding skills using *Type to Learn 3* (Improvement in speed and accuracy should be noted.).

Use of Software:

- ▶ Create a basic spreadsheet using Excel.

Key Vocabulary:

- ▶ Demonstrate an understanding of these words: *Alignment, Bookmark, Chooser, Click, Copyright, Cursor, Desktop, Document, Drag, Drop Down, File, Folder, Font, Format, Headset, Highlight, Icon, Internet, Keyboard, Keyboarding, Log On/Log Out, Menu, Monitor, Mouse, Printer, Pull Down, Scroll, Search Engine, Select, Slide Show, Software, Tool Bar, Window, Word Processing, World Wide Web/WWW*



*By the end of Fifth Grade, your child should be able to do the following in **LIBRARY MEDIA**:*

Apply the Skills of a Curious Researcher:

- ▶ Locate information independently in the Library Media Center (LMC) using alphabetical and numeric order, the Dewey Decimal System, and call numbers.
- ▶ Locate and use KIP (Kids' Information Portal) and HIP (Horizon Information Portal) to find resources in the LMC and other LMCs.
- ▶ Use developmentally appropriate computer resources.
- ▶ Develop topics of interest for research and a list of keywords.
- ▶ Independently gather and interpret from fiction, nonfiction, reference sources, databases, and web sites.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate specific information within a larger text.
- ▶ Search, read and/or listen for specific information.
- ▶ Evaluate sources for reliability, appropriateness, and currency.
- ▶ Differentiate between primary and secondary sources of information.
- ▶ Distinguish between fact, fiction, and opinion.
- ▶ Take notes independently.
- ▶ Determine the need for additional sources of information.
- ▶ Interpret, synthesize, and organize information into products, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.

Develop the Skills of a Life-long Reader and Communicator:

- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Respond to literature in many ways including discussing, recalling, summarizing, paraphrasing, predicting, comparing, or creating.

Demonstrate the Skills of a Responsible Community Member:

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and others in the LMC.
- ▶ Create a bibliography to credit creators of information.
- ▶ Explain copyright, plagiarism, and piracy.

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*By the end of Fifth Grade, your child should be able to do the following in **MUSIC**:*

Melody:

- ▶ Sing and follow music observing musical signs with the addition of natural.
- ▶ Sight-sing a combination of melodic segments.
- ▶ Sing an interval from a given "do."

Harmony:

- ▶ Sing simple 2-part harmony.

Rhythm:

- ▶ Perform dotted eighth notes.
- ▶ Identify triplets and dotted notes.

Tempo:

- ▶ Identify presto and largo.
- ▶ Perform at a designated tempo.

Style/Form/History:

- ▶ Identify sonata.
- ▶ Perform in previously learned styles.
- ▶ Identify and experience musical styles from at least three different cultures.
- ▶ Explore the various uses of music in our culture.

Dynamics:

- ▶ Identify diminuendo and sforzando.

Tone Color:

- ▶ Identify the individual and combined sounds of orchestral instruments.
- ▶ Identify major and minor tonalities.
- ▶ Identify the various vocal ranges - soprano, alto, tenor, bass.

Instrumental Performance:

- ▶ Play I-IV-V chords.

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