NORTHERN VALLEY
SCHOOLS CONSORTIUM

CURRICULUM OBJECTIVES:
GRADE FIVE
2024-25

Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood,
Old Tappan, and the Northern Valley Regional High School District

LEAD~CREATE~MODEL~SUSTAIN
NVCC
A CULTURE OF LEARNING

NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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This document was prepared by the Northern Valley Office of Curriculum and Instruction

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LANGUAGE ARTS

Informational Reading and Writing

- Readers explain how authors use reasons and evidence to support opinions and make relevant connections and inferences.
- Readers determine central ideas and key details of a text.
- Readers use multiple texts to interpret and compare/contrast various elements in an informational text.
- Readers use vocabulary strategies to understand unknown words in a text.
- Readers engage in a range of collaborative discussions to review key ideas, observations, and conclusions.
- Writers generate and select topics and refine those topics for appropriate focus.
- Writers research the topic and use relevant information in their writing.
- Writers explain their information using specific vocabulary and text structure.
- Writers draft and revise writing pieces using word choice and transitional words.
- Writers revise and edit for grammar and conventions.

Narrative Reading and Writing

- Readers quote from a text to make relevant connections and inferences.
- Readers determine the theme and key details of a text.
- Readers compare and contrast story elements, points of view, and structure in multiple literary texts.
- Readers use vocabulary strategies to understand unknown words in a text.
- Readers engage in a range of collaborative discussions to review key ideas, observations, and conclusions.
- Writers generate story ideas based upon real or imagined experiences.
- Writers use narrative techniques such as hooks, dialogue, description, and pacing to develop a clear event sequence for a story.
- Writers use concrete words and phrases, sensory details, and transitions to convey experiences and events.
- Writers develop and strengthen writing using guidance from peers and adults.
- Writers demonstrate a command of the system and structure of the English language including verb tense consistency and comma usage.

Opinion/Argument Writing

- Writers generate opinions on select topics.
- Writers gather relevant information from multiple sources to support opinions.
- Writers use logically ordered reasons with facts, details, and quotes from research to communicate their opinions.
- Writers plan and draft using topic-specific language and transitions.
- Writers edit and revise for grammar, convention, purpose, and audience.

LIBRARY/MEDIA

Library Usage

- Access and navigate the library OPAC to locate books on the shelves.
- Differentiate between genres and select according to interest.

Digital Citizenship

- Adhere to Acceptable Use Policy.
- Use digital tools to showcase new learning.
- Explain how posting and commenting in social spaces has both negative and positive consequences.
- Identify the negative and positive consequences of posting in social spaces.

Research

- Formulate questions about a curricular topic or personal interest.
- Access and navigate online resources.
- Differentiate among resources and evaluate information.
- Record information and avoid plagiarism.
- Cite sources.
- Obey copyright rules.
- Reflect on the research process for strengths and weaknesses and modify accordingly.
- Understand the uses of public domain and creative commons media.

MATHEMATICS

Whole Number Expressions and Applications

- Write, interpret, and evaluate numerical expressions with grouping symbols.
- Perform all four operations (addition, subtraction, multiplication, and addition) with multi-digit whole numbers.
- Analyze patterns and relationships in multi-digit whole-number operations.
- Collect, represent, and interpret data.
- Create data visualizations to communicate data patterns, trends, and relationships.

Two-Dimensional Figures and the Coordinate Plane

- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify the following two-dimensional figures into categories based on their properties: rectangle, square, triangle, quadrilateral, pentagon, hexagon, octagon, and decagon.
- Generate patterns to identify relationships between corresponding terms in a sequence.

Patterns of Numbers in Base 10 and Decimal Operations

- Understand patterns within the place value system and make use of place value structure.
- Read and write exponents to represent powers of 10.
- Use place value patterns in base ten to solve problems with exponents.
- Use estimation to round numbers to the nearest decimal place.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Relate decimal operations to financial literacy and world problems with money.
- Convert among different sized standard measurement units within a given measurement system.

Fraction Concepts and Applications

- Interpret the value of fractions through models and visual representations.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Find the area of a rectangle by tiling it and multiplying fractional side lengths.
- Create a story problem context for a real world mathematical problem using division and multiplication with fractions.

Problem-Solving

- Use all four operations with fractions to visualize and solve real-world mathematical problems.
- Defend solutions to real world mathematical problems using mathematical reasoning, models, and verbal explanations.
- Construct arguments to critique the reasoning of their peers' using appropriate speaking and listening techniques.
- Create data displays, including line plots, to respond to and solve real world mathematical problems.

Volume

- Understand concepts of volume and relate volume to multiplication and to addition.
- Measure volume by counting unit cubes.
- Use volume formulas for prisms and apply them to real-world problems.
- Find the volume of composite figures by breaking the figure into its component parts and solve real-world problems.

MUSIC

CREATING

- Generate and create musical ideas within specific related tonalities, meters, and simple chord changes.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

PERFORMING

- Demonstrate understanding of the structure and the elements of music in music selected for performance.
- When analyzing selected music, read and perform using standard notation.
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.
- Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- Sing independently and in groups in one or more parts with the use of harmony (more complex than 4th grade).
- Improvise short melodic and rhythmic phrases.
- Read formal notation in treble and bass clef including all subdivisions until dotted quarter notes and ledger notes.
- Demonstrate knowledge of basic concepts of music.

RESPONDING

- Explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- Employ complex, discipline-specific arts terminology to categorize works of dance, and music, according to established classifications.
- Demonstrate how art communicates ideas about personal and social values and how it is connected to an individual's imagination and frame of reference.
- Use evaluative tools for self-assessment, assessment of peers, and provided performances.
- Consider the context, intended audience, and social impact of the creation of art.
- Use appropriate music terminology to discern between fact and opinion regarding a work of music.
- Make informed aesthetic responses to artworks based on the structural arrangement and personal, cultural, and historical points of view.

CONNECTING

- Create rhythmic, melodic, and harmonic ideas, and explain the connection to specific purpose and context (i.e., social and cultural).
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

PHYSICAL EDUCATION

PERSONAL QUALITIES

Reflection

- Actively listen and respond to the ideas, thoughts, and feelings of others with respect.
- Apply positive self-awareness as physical competencies improve.
- Identify learning objectives after teaching instruction and use cues to improve strength.

Empathy

- Demonstrate how to include and assist others when completing tasks.
- Engage positively with others to safely use equipment in class.
- Contribute to self and peer assessment with consideration and respect.

Adaptability

- Adapt to a variety of roles that lead to successful outcomes.
- Recognize a variety of emotions and develop the ability to manage them appropriately.
- Demonstrate positive interaction with others.

Responsibility

- Demonstrate and begin to apply knowledge and understanding of a range of verbal and nonverbal communication skills when interacting with or presenting to others.
- Adopt a variety of different roles when working individually or as part of a group that leads to successful outcomes and promotes reflection.

Mindset

- Demonstrate and discuss how to be a good winner and cope appropriately with losing.
- Demonstrate persistence when facing a challenge and work to achieve a successful outcome.
- Celebrate, value, and use achievements as part of improving performance.

Self-Direction

- Show an enthusiasm to participate. Enjoy being challenged.
- Identify and describe reasons why to personally participate in physical activity, and promote those reasons to fellow students and the community.
- Recognize and respond to internal and external motivation to:
    - Set targets.
    - Achieve personal goals.
    - Improve performance.

PHYSICAL COMPETENCIES

Kinesthetic Awareness

- Show awareness of the personal space of others and use this information to make individual decisions and control movement.
- Show control over movement in personal and shared space.
- Show awareness of body parts and body positions when performing a range of different movements.

Balance and Control

- Manipulate parts of the body when moving with purpose.
- Hold balances in various shapes with and without equipment.
- Manipulate objects while maintaining balance (i.e., archery, golf swing, kicking a ball).

Coordination and Fluency

- Link and order a series of movements to perform a sequence.
- Move with purpose demonstrating balance, control, and rhythm.
- Demonstrate knowledge and understanding of what a quality movement looks like, feels like, and can show to a partner.

Rhythm and Timing

- Demonstrate proficiency in student-led patterns of movement.
- Work in pairs or small groups to perform dances or movements to music-led exercises or activities.
- Follow along to cardio or muscular endurance workouts keeping in time with the music and moving the body appropriately for the duration.

Gross and Fine Motor Skills

- Perform movements in more advanced activities.
- Perform movement skills in sequence.
- Show fundamental concepts of hand/eye and foot/eye coordination.

PHYSICAL FITNESS

Stamina (Cardiovascular/Muscular Endurance)

- Participate in moderate to vigorous physical activity.
- Take part in physical fitness units and begin to analyze data for improving personal fitness goals.
- Set targets for improving moderate to vigorous physical activity.
- Demonstrate an understanding of stamina and how it affects health, and ability to perform.

Speed

- Move at different speeds and levels, maintain balance whilst changing direction quickly.
- Demonstrate short bursts of fast movement from stillness.
- Move parts of the body using different speeds and forces.
- Demonstrate understanding of speed in simple terms and how it affects the ability to perform.
- Get into good body positions for running at top speed in straight lines and on diagonals.

Core Stability and Strength

- Show postural control when sitting, starting, stopping, and changing direction.
- Describe where the core is and demonstrate how it supports the body.
- Hold body weight in a variety of positions for a set period of time.
- Complete one full push-up and build towards being able to complete sets of push-ups.

Flexibility

- Use a full range of movement to perform actions effectively.
- Demonstrate an understanding of flexibility in simple terms and how it affects everyday life, and ability to perform.
- Create training programs to follow that help improve student flexibility over time.

HEALTH

Growth and Development

- Understanding the importance of identifying trusted adults in ones environment.
- Identify the stages of fetal development and pregnancy.
- Identify the male and female anatomy.
- Analyze and distinguish how hormones affect growth and development in males and females.
- Examine how relationships change over time.
- Differentiate between sexual orientation and gender identification.
- Demonstrate methods for an inclusive environment.
- Apply strategies for personal hygiene.

Drugs and Diseases

- Describe the effects that drugs have on the pre and post-pubescent body.
- Identify what characteristics make something a drug.
- Explain health concerns of various types of drugs and alcohol.
- Identify the long-term effects drugs can have on the human body.
- Identify the characteristics of addiction and different forms of abuse.
- Describe the behaviors of people who struggle with alcohol and drug use.

Personal Health

- Define first aid and explain the role it plays in emergency situations.
- Explain the importance of being of service to others in a time of need.
- Explain the methods of handling first aid for a range of common minor emergencies.
- Explain the importance of developing first aid skills.
- Identify the roles of public safety groups and how to access each for help.
- Explain the value of assertive strategies when asking for help in an emergency.
- Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards.
- Demonstrate a sense of connection and responsibility to others by taking safety precautions.
- Identify communicable and infectious diseases.
- Define safe behaviors when in motor vehicles or other transportation.

- Create strategies to communicate safely through social media.
- Identify non-profit organizations that promote climate change.
- Create a plan for businesses to address health problems.
- Identify strategies that students can personally use to address health problems.

Social-Emotional Learning

- Describe human emotions and their effects on the body.
- Identify different mental health illnesses (i.e., anxiety, depression, stress) and their effects.
- Identify events in life that trigger emotions.

SCIENCE

Unit 1: Properties of Matter

In this unit of study, students describe that matter is made of particles too small to be seen by developing a model. The crosscutting concept of scale, proportion, and quantity is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, and use these practices to demonstrate understanding of the core ideas.

Unit 2: Changes to Matter

In this unit of study, students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. The crosscutting concepts of cause and effect and scale, proportion, and quantity are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and using mathematics and computational thinking. Students are expected to use these practices to demonstrate an understanding of the core ideas.

Unit 3: Energy and Matter in Ecosystems

In this unit of study, students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment, and they can explain that energy in animals' food was once energy from the sun. The crosscutting concepts of energy and matter and systems and system models are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in developing and using models and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 4: Resources and the Environment

In this unit of study, students describe and graph data to provide evidence about the distribution of water on Earth. The crosscutting concepts of scale, proportion, quantity and systems, and systems models are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in using mathematics and computational thinking and in obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 5: Components of Ecosystems

In this unit of study, students are able to describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact. The crosscutting concept of systems and system models is called out as an organizing concept for this disciplinary core idea. Students are expected to demonstrate grade-appropriate proficiency in developing and using models, obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 6: Space Science

In this unit of study, students develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns, cause and effect, and scale, proportion, and quantity are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in analyzing and interpreting data and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

SOCIAL STUDIES

Introduction to Geography and Culture

- Recognize different types of maps and their uses.
- Name and locate continents, major landforms, bodies of water, resources, and population density.
- Understand the components that make up culture (i.e., economy, customs, language, politics, and religion).
- Examine the factors that can change a culture.
- Explore the relationships between people and their environments.
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level.

The First Settlers

- Differentiate between migratory patterns and eventual settlement.
- Identify the contributions of early settlers.
- Understand how the Native Americans adapted to the land, climate, and resources.
- Identify the positive and negative impacts of trade in developing pre-Columbian societies.
- Make connections between early civilization government structures and today's government.

European Exploration

- Determine the motivating factors for exploration.
- Identify how the impact of exploration changed the Native American way of life.
- Trace the major land and water routes of the explorers.
- Compare the political, social, economic, and religious systems of Europeans, and Native Americans after 1492.

Settlement in the New World and Colonization

- Identify how geography influenced the settlement of new lands.
- Compare and contrast European and Native cultures.
- Identify the concepts of the Mayflower Compact and how it set a standard for permanent settlements.
- Explain the system of mercantilism and its impact.
- Analyze the impact of triangular trade on multiple nations and groups.
- Identify how geographical regions define the characteristics of a society.
- Understand the differences in the colonization of the Americas by England, the Netherlands, France, and Spain.
- Explain how and why early government structures developed, and their impact.
- Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- Compare and contrast how the search for natural resources resulted in conflict and cooperation.
- Relate slavery and indentured servitude to Colonial labor systems.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people.

VISUAL ARTS

CREATING

Color and Value

- Use the Color Wheel.
- Experiment with Color Theory.

Line and Texture

- Create a variety of line texture and quality.

Shape, Form and Space

- Apply and connect shape, form, and space concepts into artwork.
- Develop the relationship between space and form to create a variety of 3D works.

Generating and Conceptualizing Ideas

- Combine ideas to generate an innovative idea for art-making.
- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Organizing and Developing Ideas

- Experiment and develop skills in multiple art-making techniques and approaches.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Identify, describe, and visually document places and/or objects of personal significance.

Refining and Completing Projects

- Create artist statements using art vocabulary to describe personal choices in art-making.

PRESENTING

- Define the roles and responsibilities of a curator.

RESPONDING

- Compare one's own interpretation of a work of art with the interpretation of others.
- Identify and analyze cultural associations suggested by visual imagery.
- Interpret art by analyzing a multitude of characteristics of form and structure.
- Recognize differences in criteria used to evaluate works of art.

CONNECTING

- Apply formal and conceptual vocabularies of art and design to view surroundings.
- Identify how art is used to inform or change beliefs, values, or behaviors.

WORLD LANGUAGES

Spanish-Speaking Countries and Geography

- Locate and name all the countries of Latin America.
- Describe the weather, cultural practices, and interesting facts for Spanish-speaking countries/regions.
- Compare and contrast cultural elements in Spanish-speaking countries.
- Associate Spanish-speaking countries with their flags.

Physical Health/Body Parts

- Illustrate characters based on a written and verbal physical description.
- Classify negative vs. positive physical expressions (i.e., sick/healthy).
- Describe a person or character and their physical attributes.
- Effectively use personal expressions and learned body vocabulary.

Calendar/Cultural Celebrations

- Recognize climate/season differences closer to the equator.
- List/categorize holidays celebrated according to their dates and corresponding countries.
- Explain the history of piñatas.
- Recall Hispanic personalities and their contribution to society.
- Greet people according to celebrations.

School

- Name and classify school materials by article.
- Construct sentences using school supplies and subjects.
- Role-play a classroom scenario using commands, expressions, and classroom objects.

Clothing

- Classify the names of clothing items and accessories/jewelry by category.
- List names of items found at a typical or famous market in Central/South America.
- Construct sentences using clothing and prices of items.

House and Home

- Categorize furniture based on rooms of the home.
- Construct sentences using learned vocabulary around homes, rooms, and furniture.

Telling Time

- Recognize and identify the hours and minutes in Spanish.
- Create a daily routine telling the time.

Food

- Locate foods pertaining to certain countries using a map.
- Use expressions to tell personal opinion of foods.
- Construct a menu for a Spanish-speaking country by researching and describing common dishes for each.