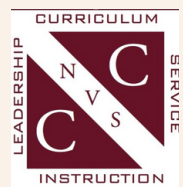


**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:  
GRADE FIVE  
2023-2024**

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



# **NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS**

**Mr. Vincent McHale, Superintendent, Closter Public Schools**

**Mr. Michael Fox, Superintendent, Demarest Public Schools**

**Mr. Sean Conlon, Superintendent, Harrington Park Public School**

**Mr. Paul Wolford, Superintendent, Haworth Public School**

**Mr. Michael Pinajian, Superintendent, Northvale Public School**

**Mr. Kevin Ulmer, Superintendent, Norwood Public School**

**Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools**

**Mr. James Santana, Superintendent, Northern Valley Regional High School District**

**Ms. Kathleen O'Flynn, Director, Northern Valley Office of Curriculum and Instruction**

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

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### Reading Literature

Students will be able to:

- Determine the theme or central message
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Use close reading strategies to determine the meaning of a text
- Cite textual evidence
- Describe how a story's plot unfolds
- Determine how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot
- Explain how the author develops point of view
- Compare/contrast various texts
- Read on or above grade level

### Reading Information

Students will be able to:

- Read grade-appropriate nonfiction text, analyzing the features (i.e., headings, graphs, captions, etc.) and structure (i.e., cause and effect, sequence, compare and contrast, etc.) and how they develop the author's ideas
- Determine the meaning of words and phrases as they are used in a text and analyze the impact of a specific word choice on meaning and tone
- Determine the central/main idea

### Opinion Writing

Students will be able to:

- Develop an argument and defend it with evidence
- Determine credibility of sources
- Analyze mentor texts
- Generate ideas, draft, revise, edit, share, conference, and publish argumentative pieces
- Determine the purpose of an introduction and conclusion
- Develop arguments using Claim, Proof, Reason structure
- Reading research to support a claim

### Informational Writing

Students will understand:

- Informational text has a specific structure & organization
- Writers must research to create an informative piece through the selection of appropriate and relevant material
- How to recognize and avoid plagiarism

- The importance of specialized vocabulary
- The importance of sharing what they have learned about a topic with others

### Narrative Writing

Students will be able to:

- Analyze exemplar narratives
- Use graphic organizers to plan the story
- Use proper conventions of English
- Reflect on the writing process
- Engage and orient the reader by establishing a context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use rubric and teacher feedback to improve and reflect on writing

### Speaking and Listening

Students will understand:

- Presentation of information in the verbal format can be as or more important than the written presentation
- Speech requires different skills, styles and decisions as compared to written text

### Language

Students will be able to:

- Use context clues or digital sources/dictionaries to determine the meaning of unknown words
- Use writing conventions
- Know and use grade-level spelling patterns and generalizations
- Know and use the rules that govern common grammar
- Understand and use subject/verb agreement
- Recognize and write simple, compound, and complex sentences
- Understand and use variations of the parts of speech (i.e., comparative and superlatives)

The mission of the school library media center program is to provide an inclusive environment that promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implements instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grades 5-8 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources
- Demonstrate ethical and safe use of the Internet and electronic resources.
- Demonstrate appropriate use and care of materials
- Learn how to identify, locate, select and access print and non-print materials
- Identify, locate and utilize the parts of books: print and electronic
- Understand that fiction and non-fiction books can be used as resources for recreational reading
- Understand that libraries provide diverse collections of information presenting many viewpoints
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection.
- Understand fiction and nonfiction books can be used as resources for research and class assignments
- Utilize technological resources as available and appropriate
- Utilize computer applications and software (i.e., databases, spreadsheets, presentations, and word processing) as needed
- Perform a basic search by (a) Author, Title Subject; (b) Keyword
- Utilize electronic resources (i.e., Books, apps, etc.)
- Identify, locate, select and utilize fiction and nonfiction literature
- Perform a basic search by (a) Author, Title Subject; (b) Keyword and assess results
- Understand and utilize single user and/or networked information resources (i.e., menu bars, help screens, search strategies, print, save, send/attach)
- Understand and use the internet to locate, evaluate, print, and save information
- Identify, locate, select and utilize dictionaries/Thesauruses and encyclopedias from the reference collection
- Identify, locate, select and utilize electronic reference materials, (i.e., online databases, encyclopedias, EBSCO, etc.)
- Identify, locate, select and utilize dictionaries/Thesauruses, encyclopedias, almanacs, atlases, and collective biographies from the reference collection
- Demonstrate ethical and appropriate use of property and materials (i.e., copyright and plagiarism)

- Apply district guidelines for bibliographic citations e.g., Modern Language Association (MLA) American Psychological Association (APA), and others
- Perform an advanced search with technology, beyond a) Author, Title Subject; (b) Keyword and assess search results



### **Expected Skills Entering Grade 5**

- Basic facts
- Base ten
- Common denominators
- LCM
- GCF
- Area/perimeter
- Place value

### Operations and Algebraic Thinking

- Write and interpret numerical expressions
- Analyze patterns and relationships
- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols

### Number and Operations in Base Ten

- Understand the place value system
- Use whole-number exponents to denote powers of 10
- Use place value understanding to round decimals to any place
- Perform operations with multi-digit whole numbers and with decimals to hundredths

### Number and Operations - Fractions

- Use equivalent fractions as a strategy to add and subtract fractions
- Add and subtract fractions with unlike denominators
- Solve word problems involving addition and subtraction of fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

### Measurement and Data

- Convert like measurement units within a given measurement system
- Represent and interpret data
- Understand concepts of volume and relate volume to multiplication and to addition

## Geometry

- Recognize volume as an attribute of solid figures
- Relate volume to the operations of multiplication and addition
- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify two-dimensional figures into categories based on their properties

## Mathematical Practices for Grades 3-8

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning



### **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 & rhythmic phrases
- Read formal notation in Treble & 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, and is able to 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 demonstrates 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



## 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 & 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



### 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.



#### Introduction to Geography & 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



## **CREATING**

### Color & Value

- Use the Color Wheel
- Experiment with Color Theory

### Line & Texture

- Create a variety of line texture and quality

### Shape, Form & 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 & 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 & 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 & Completing Projects

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

## **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 LANGUAGE**

### 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 (ie. 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