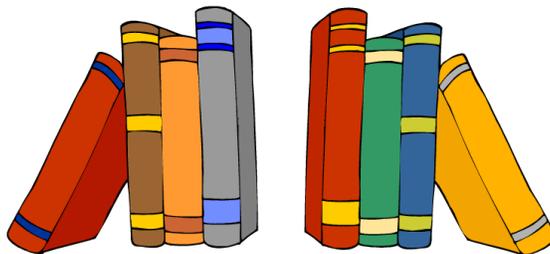


**Torrington Public Schools**  
**Curriculum**  
**5<sup>th</sup> Grade**

Our mission is to ensure that each student will reach their highest levels of academic achievement within a safe and welcoming environment, where they are prepared to meet the challenges of the 21<sup>st</sup> Century world. Instruction is relevant and rigorous, meeting students' academic, social, and emotional needs. Administrators and teaching staff inspire students to rise to this high standard of excellence. Administrators and teachers monitor student progress and achievement through consistent data analysis, providing the basis for future goals and programs.

Site administrators are role models and coaches who work with their staff in order to improve instruction and motivate others. All routine meetings, administrative or site based, are a reflection of best practices. These meetings are well planned interactions and opportunities for learning. The insights that result from these gatherings allows staff to be better informed as they interact with students, parents, and community members. They also build the capacity of all staff, leading to enhanced learning networks, and collaborative problem solving.

During the early release day once a month, staff members participate in Professional Learning Communities which allows them to enhance their practice. These learning experiences occur the third Thursday of each month. In addition, administrators participate in monthly meetings where they are involved in trainings on pertinent issues and skill enhancement.



***LITERACY:***

The Torrington English/Language Arts curriculum supports the development of proficient, engaged readers and writers. It integrates the Connecticut Core Standards (CCS) in English/Language Arts into a balanced literacy approach that includes reading workshop, writing workshop, and word study. In reading the curriculum focuses on fluency, vocabulary, and comprehension.

By the end of grade 5, students will be able to:

- Summarize the key details of stories, dramas, poems, and nonfiction texts, including their themes or main ideas
- Identify and judge evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrate information from several print and digital sources to answer questions and solve problems
- Write opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Write stories, real or imaginary, that unfold naturally and develop the plot with dialogue, description, and effective pacing of the action
- Come to classroom discussions prepared, then engage fully and thoughtfully with others (e.g., contribute accurate, relevant information; elaborate on the remarks of others; synthesize ideas)
- Report on a topic or present an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expand, combine, and reduce sentences to improve meaning, interest, and style of writing
- Build knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- Produce writing on the computer



### ***MATH:***

In Grade 5, instructional time focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. ([www.corestandards.org](http://www.corestandards.org))

Instructional experiences focus on engaging students in problem solving, exploring, analyzing, discussing, and applying mathematical concepts and strategies in order to develop a deep understanding of mathematical concepts.

By the end of grade 5, students will be able to:

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- 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.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties



## ***SCIENCE:***

All Next Generation Science Standards address the following components: Physical, Life, Earth, Space and Engineering. These standards were created to better prepare students for the careers and life in the 21<sup>st</sup> Century world. Fifth grade students will explore these different thematic units: Exploration of the sun, its particles and the vastness of space, Earth's orbit and relationship to the sun; Energy and matter flows; Geosphere, biosphere and atmosphere and how they interact. All of the instructional experiences are student centered, focusing on asking questions, using observations and models, analyzing data and carrying out investigations.



### ***SOCIAL STUDIES:***

The Connecticut Social Studies Frameworks are focused on four essential components: Civics, Economics, Geography, and History. The goal is to ensure our students are prepared to become active citizens, who are well informed and can make thoughtful decisions regarding their lives and their role in the community and the nation. Social studies instruction is inquiry based, involving integration of the arts and humanities. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. In fifth grade, students learn about the Earliest Settlements in North America, Colonial United States History, the American Revolution and how economic decision making has shaped history.

### ***LIBRARY:***

We are fortunate to have library media specialists who teach lessons in library and technology skills to students on a weekly basis. This instructional provides foundational skills for students. The library media specialists also foster a love of learning and of books!

In fifth grade, students learn about genre study; text analysis; evaluation of literature: book reviews; Nutmeg books and the voting process

### ***TECHNOLOGY:***

In fifth grade, students learn the use of Google Classroom, joining, submitting, and posting comments; formatting cells and text features; internet searching;

Digital Safety: Digital Citizenship and appropriate posting; Cyberbullying;

Coding: Use critical thinking skills to solve problems using block coding and conditional code (“If...then” statements);

Research and Gathering Information: Find information to serve a specific purpose; Use different resources (print and digital); Create questions, solve a problem, or explore an issue. Create multi-media presentations to present findings using a variety of digital tools.

## ***ART, MUSIC, PE:***

At Torrington Public Schools, Art, Music and PE are integral to a balanced educational program. Students receive 45 minutes of Art, 30 minutes of Music and PE each week. PE is scheduled twice a week in every grade except third. In third grade, students have 30 minutes of recorder once a week instead of PE twice a week. This experience allows them to prepare for playing a musical instrument in fourth and fifth grade. Playing a musical instrument has been linked to increased academic achievement. The Torrington Community has been recognized as one of the Nation's Best Communities for music for over a decade.