

FIFTH GRADE

Language Arts

- **General Introduction**

By fifth grade, students have become more fluent readers and writers and move toward deepening their reading comprehension and writing across genres and for authentic purposes and audiences.

- **What do we teach?**

The *Common Core Language Arts Standards* guide our instruction. Students write across three modes of writing: narrative, informational, and argument. They will publish personal narratives, memoirs, informational websites, argumentative book trailers and essays. In narrative reading, students work specifically on deepening their understanding of the text. They analyze and compare characters, identify themes, keep track of plot elements, interpret figurative language and summarize. When studying informational texts, they learn strategies for using the text features to aid in comprehension, to synthesize the information in the text summarize it, and strategies to decode and comprehend new vocabulary.

- **How do we teach it?**

Students work through the writing process to generate ideas and entries and then select an idea to draft, revise, and edit. Our units are based in the *Teachers College Reading and Writing Project's Units of Study for Writing* which supports students in authentic writing across genres. In reading we use a combination of book clubs, short stories, passages to teach comprehension strategies. Students work collaboratively to analyze texts. They have discussions about their reading to deepen their understanding and make connections with and between texts.

- **How do we assess it?**

Students' published writing and reading comprehension is assessed by rubrics that have been developed using the *Units of Study* and the Common Core standards to address the unique needs of our student population. In addition, students are assessed during the units through writing samples, conferences, and teacher observations.

Mathematics

- **General Introduction**

COJOWA fifth-graders will continue growing into confident *mathematical thinkers* who understand *why* Math works, not simply how to get the right answer. Students' foundational understanding of fractions and decimals operations will be strengthened as they prepare to move on to upper level math courses in middle and high school.

- **What do we teach?**

The *Common Core Math Standards* will guide our math instruction through each of the mathematics domains including Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations--Fractions, Measurement and Data, and Geometry.

- **How do we teach it?**

COJOWA Elementary has adopted the widely-used math curriculum, Eureka Math, to guide our math instruction. The expertly crafted modules provide teachers with the necessary tools to guide students through fluency activities, active engagement in problem-solving strategies, independent practice, and opportunities to formatively assess student learning. Fifth-grade students work through the Eureka math lessons at their own pace using an online platform called Zearn as the teacher provides support and specific instruction to individual students as well as groups. Students are also provided with the opportunity to gain fact fluency through the use of Reflex Math.

- **How do we assess it?**

There are many opportunities for students to be assessed both formatively and summatively through daily exit tickets, end-of-module assessments, and hands-on projects.

Science

- **General Introduction**

In fifth grade science, students develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, engage in argument from evidence, and obtain, evaluate, and communicate information.

- **What do we teach?**

The Next Generation Science Standards guide our science curriculum. In fifth grade, students begin the year with the unit Patterns of Earth and Sky, in which they students take on the role of astronomers, helping a team of archaeologists at the fictional Museum of Archaeology. In the Ecosystem Restoration unit, students take on the role of ecologists to investigate this question and figure out what can be done to return the ecosystem to its original healthy state. Finally, in The Earth System unit, students take the role of water resource engineers, students investigate what makes East Ferris, a city on one side of the fictional Ferris Island, prone to water shortages while a city on the other side is not. Students present their solutions during COJOWA's STEAM week.

- **How do we teach it?**

COJOWA teaches the Amplify Science curriculum, which blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

- **How do we assess it?**

Both formative and summative assessments are used throughout the units. Student writing, teacher observations, and hands-on activities are all used to assess student progress toward mastery of standards.

Social Studies

- **General Introduction**

In fifth grade Social Studies, students become more prepared for the challenges of college and career life while learning to be global citizens aware of their cultural and physical environments.

- **What do we teach?**

Our curriculum is based on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Fifth-grade students will take a journey back through World War II in order to explore how people gain power and what they can do with it. Next students will learn how the economic cost of products is not only monetary but also connected to those who produce the products they buy. Finally, students will take a look at their social media lives through the lens of the Bill of Rights and their freedom of speech and the rights and responsibilities that go along with this freedom.

- **How do we teach it?**

Our instructional format is based on the Inquiry Design Model allowing students to put their inquisitive minds to work seeking out answers to compelling questions for each of our three units. Through their inquiry students will build content expertise while developing skills to successfully support and defend their ideas.

- **How do we assess it?**

Students will be assessed both formatively throughout their inquiries through discussions and written responses as well as summatively as they complete an end-of-unit performance task in which they share what they have learned with an authentic audience in order to positively impact the world around them.

Español/Sociales

- **Información general**

Integramos español con Sociales de Colombia, clase a la cual llamaremos **-Humanidades-** utilizando las estrategias de “Content Area Literacy” del Teachers College de la Universidad de Columbia. Algunos temas de Español, como el texto narrativo, el texto informativo y el persuasivo se realizarán con temas de Sociales de Colombia. Queremos que nuestros alumnos aprendan el uso del lenguaje con temas de Colombia. De esta forma, en muchos casos, estamos maximizando el tiempo que tenemos.

- **¿Qué enseñamos?**

En 5 grado trabajaremos **Historia de Colombia** como tema central. Durante el desarrollo de las unidades los estudiantes trabajarán sobre un problema general de su región el cual a través de las diferentes estrategias en lectura y escritura los estudiantes elaborarán texto de información, opinión etc donde darán a conocer todos los aspectos importantes de su región.

- **¿Cómo lo evaluamos?**

La evaluación será formativa, en la cual nos enfocaremos en los diferentes procesos de mejoras. Será una evaluación continua en la cual estaremos orientando, regulando y motivando a los estudiantes al desarrollo de sus potenciales en miras de conseguir las metas y los objetivos previstos. De igual forma se realizarán proyectos, textos escritos y presentaciones sobre los diferentes temas en las clases de humanidades.

Visual Arts

- **General Introduction**

Art at the elementary level initiates, develops, and encourages:

*Individual expression, imaginative expression and sharing, students' aesthetic awareness, learning to "see" as an artist and become a visual learner, knowledge and use of various media and art techniques, an introduction significant artists throughout art history, an introduction to different genres and movements throughout art history, an introduction to an artist's glossary of terms, an integrated curriculum through the visual arts

*The emphasis in art classes is on **student experience in the process** of class work projects and art appreciation. Students shall learn to utilize art qualities, familiarize themselves with various mediums, technical skills, subjects, artists, and genres.

- **What do we teach?**

5th GRADE ART emphasizes in **ART EXPRESSION AND COMMUNICATION:**

* Students become more aware of the value of art in their own world. Concepts such as art appreciation, art as function, art in cultures, and art professions is explored.

* Art in popular culture (such as television, film, and technology) are all more recognizable to students. Students identify and design icons and logos as symbols and other graphic devices for ideas and information.

* Genres include expressionism, abstract expressionism, pop art, Murals, Graffiti Art

* Terms and concepts include Figure and facial proportion, pose, gesture drawing, composition, architecture, Perspective drawing, photography, graphic design, advertising, animation, caricature.

*Abstract art is thoroughly explored.

- **How do we teach it?**

Students enjoy art class once a week in a period of 50 minutes.

*Every class project starts with a **GOAL: an Art Concept and Art Style** to be focused on.

*We **ACTIVATE Previous Knowledge** and skills necessary for new Art Concept showing related image, video, picture, object; asking questions, having a brainstorming session, using Partner Strategy, telling a story, making an analogy, a summary or review of previous classes.

***The NEW ART CONCEPT** is introduced where students will acquire and process new information by observing the work of a known artist, analyzing artistic technique, media and expressions, and then view procedural steps for the creative process.

*In the **APPLICATION and Class Activity** students use thinking skills to use the new information, apply procedure and Create!

*The **GOAL** is constantly stressed during the creative process, feedback is provided to reinforce their effort and provide recognition, as they self evaluate and Project Rubrics are reviewed

- **How do we assess it?**

Rubrics for the ART PROJECT consider:

***CREATIVE EXPRESSION**

I produce high quality creative work. I show originality.

***ART CONCEPTS**

I apply all art concepts, especially those stressed for the project. I solve problems myself.

PARTICIPATION AND EFFORT

*I always participate in class and use class time well. I collaborate and work well with my classmates. I use all materials appropriately and always clean up.

Technology

- **General Introduction**

At COJOWA, students learn to use the computer as an important tool. Students spend time once a week learning robotics, coding, google tools and it is also used as support for researching about different subjects (technology integration).

- **What do we teach?**

Technology is taught based on robotics, typing, Google tools, coding. We work with educational platforms.

Robotics are integrated with areas of art, language and drama. Students work on Google docs, calendar and slides presentations. Students work on projects from different areas. They work about Proyecto de vida (Character Ed), they develop coding skills (coding program).

Technology integration with homeroom and specialist teachers.

- **How do we teach it?**

Students come to class once a week and they also have the opportunity to come for one extra period to practice math. Each student has a Chromebook (which can be their own brought from home or one from the computers lab). Everytime they come to class they practice typing during 15 minutes and after that, they work on assigned activity .

- **How do we assess it?**

Most of the platforms and educational websites generate a score at the end of the activity. The teacher gives feedback and support to the students regarding the skills they are working on. The teacher also offers input on areas of improvement.

Drama

- **Información general**

Los estudiantes desarrollan proyectos y actividades que abarcan los hábitos del pensamiento crítico, la participación colaborativa, el crecimiento de la creatividad y el desarrollo de las habilidades de comunicación. Nos centramos en la exploración del lenguaje corporal.

- **¿Qué enseñamos?**

Enseñamos a que el estudiante memorice secuencias complejas de movimiento y de coordinación dinámica general, así como, a que exprese sus emociones, sentimientos por medio de la postura y el contexto de una historia, todo lo anterior a través de la creación de movimientos en espacio y tiempo.

- **¿Cómo lo enseñamos?**

A través de creación de proyectos como Musicales donde los estudiantes pueden practicar en cada clase los temas dados para luego ser expuestos ante un público, observarse en el esposo y con el conteo grupal e individual desarrollar una coordinación. Así mismo, con actividades teatrales en clase, improvisando situaciones y aprendiendo a solucionarlas sobre un escenario. Utilizamos la plataforma de Kahoot para verificar la teoría dada en clase.

- **¿Cómo lo evaluamos?**

Con la puesta en escena, presentación de proyectos durante la Semana de las Artes o Steam Week, Kahoot, dramatizaciones, fotografías, y videos. Tomando una calificación de acuerdo a la rúbrica diseñada.

Music

- **Información general**

Nuestras clases de música tienen como objetivos que nuestros estudiantes a través de estas exploren contenidos sobre diferentes y variados temas como: El sonido, historia de la música, elementos que conforman la música, la voz, instrumentos, géneros y agrupaciones musicales, etc.

De igual manera, que nuestros estudiantes puedan utilizar los recursos que esta nos brinda para promover valores éticos, estéticos, ambientales, sociales y culturales; logrando con esto formar personas reflexivas y autónomas, capaces de emprender proyectos que beneficien a su comunidad.

- **¿Qué enseñamos?**

Dentro del desarrollo de nuestras clases los estudiantes conocen todo lo relacionado con los elementos del ritmo y la escritura musical del mismo en un nivel avanzado, de igual manera, aprenden cuáles son los principales ritmos y géneros tradicionales y contemporáneos de la música del caribe. Además, conocen y asumen el rol de luthier al diseñar y crear instrumentos musicales con material reciclable para exposiciones dentro del colegio.

- **¿Cómo lo enseñamos?**

Nuestra metodología de enseñanza se basa en el desarrollo de estrategias lúdico pedagógicas basadas en la música, en donde nuestros estudiantes a través de estas aprenden en una forma divertida mediante juegos, recursos tecnológicos y actividades musicales los conceptos aplicados en clases. Además, cuentan con diferentes momentos teóricos apoyados de prácticas individuales y grupales, donde reciben apoyo docente constante durante todo su proceso de aprendizaje.

- **¿Cómo lo evaluamos?**

La evaluación de los procesos teóricos realizan a través de retroalimentaciones orales y escritas en clases, como también, mediante las herramientas tecnológicas y multimedias como: Kahoot, audios y videos. Por otro lado, los procesos prácticos serán evaluados mediante prácticas individuales y conjuntas, las cuales se llevan a cabo en cada clase, además, mediante los diferentes conciertos y presentaciones que se realizan dentro del colegio llamanse: musicales, obras de teatros e izadas de banderas, entre otros.

Values

Información general

Los valores se enseñan a través del programa REACHES donde los estudiantes aprenden y practican la Responsabilidad, Empatía, Asertividad, Cooperación, Honestidad, Excelencia y el Auto-Control.

¿Qué enseñamos?

Cada mes se enfoca en uno de los valores REACHES y les enseñamos el significado del valor con historias, cuentos y actividades donde ellos mismos dan ejemplos de sus vidas y practican el valor con diferentes experiencias cooperativas.

Physical Education

- **Información general**

La Educación Física, Recreación y Deportes aporta al desarrollo Bio-Psico-Social de nuestros estudiantes, mantenimiento de un óptimo estado de salud, desarrollo Psico-motor y el fortalecimiento de buenos hábitos alimenticios y las relaciones Psico-Sociales.

- **¿Qué enseñamos?**

En nuestro programa de Educación Física nuestros estudiantes tienen la experiencia de vivenciar los siguientes temas: Desarrollo motor, coordinación viso-manual, coordinación viso-pédica, gimnasia, habilidades deportivas y sus fundamentos técnicos, hábitos saludables.

- **¿Cómo lo enseñamos?**

Nuestro programa se imparte teniendo en cuenta los ritmos de aprendizaje de cada estudiante y su desarrollo motor haciendo énfasis en el trabajo cooperativo y el respeto por la diferencias entre estudiantes-estudiantes, estudiantes-docente.

- **¿Cómo lo evaluamos?**

La evaluación de los contenidos programáticos se llevan a cabo de acuerdo a nuestro programa de PE METRICS que comprenden los siguientes ítems:

1. Healthful Living
2. Gross Motor Skills
3. Recreational Participation and Attitude

Spanish as a Second Language (SSL)

General Introduction

This program is focused on foreign students who came to the school with no knowledge of the Spanish language. It facilitates the transition into the culture, and the acquisition of a second language that will help them to understand and communicate in the new environment students are involved.

SSL Program at COJOWA is based on the Common European Framework of Reference for Language Standards. The CEFR is described as a guideline used to determine achievements of learning according to levels. The CEFR is divided into 6 levels of knowledge:

- A1-A2: Beginners
- B1-B2: Intermediate
- C1-C2: Advance

At COJOWA, we are looking after achieving an Intermediate level of knowledge (B1), which means the child is able to understand and communicate in Spanish at an Intermediate level and is ready to attend a regular Spanish class. In SSL Elementary these levels are divided into sublevels; the student could fit in any of these categories and will advance in order to get a B1.2.

In SSL we focused on student's individual needs, in this way, they can grow depending on their Spanish knowledge.

What and how do we teach it?

Speaking

Speaking will be developed through all the activities in the classroom. Kids will participate in lessons where they have to use their new vocabulary (Practice), and, they will be encouraged to speak in Spanish during the entire class. Also, kids will be developing projects related to the topics that are taught in the classroom where the main goal will be to include authentic materials

in real communicative situations. We use a program known as Mondo, where kids build sentences and new vocabulary through the use of pictures that increase their interest to practice their acquired Spanish vocabulary.

Content

Topics included during the school year is based on the Common European Framework of Reference for Language Standards. Each student could start with any of these contents depending on their Spanish level. The topic might be the same but the level of difficulty will increase.

Reading, Writing, and Vocabulary

We work with the program Learning A-Z in Spanish, where the kids are reading a variety of leveled books. In the beginning, they will read books with basic vocabulary, organized by patterns in order to practice new vocabulary Sight Words (P.U.F) and pronunciation.

Regarding the writing skills, we worked based on Balanced Literacy to enhance strategies for reading and writing in Spanish. Depending on their level and grade, every type of writing will be introduced each trimester; in this way they can work in SSL class about what their classmates are working in the regular Spanish classes. The vocabulary will be introduced with games and activities that allowed students to learn and apply their learning.

Culture

During the school year, students will be learning about Colombia and other Hispanic countries, in this way they can be able to recognize characteristics, places, gastronomy and interesting facts about Spanish speakers' countries.

How do we assess?

Assessment will consist of Students' performance, Oral presentations, Projects, Classroom assignments, and Quizzes-exams. All these based in two categories:

- Vocabulary and Grammar
- Communication Skills

The students are assessed based on the Grading 4-point scale.