

**Linden Waldorf School
FIFTH GRADE CURRICULUM**

2014-2015

OVERVIEW

Main Lesson Block

- Ancient Civilizations
- Greek mythology/History
- North America geography
- Botany
- Decimals/Metric System

Music

- Part singing
- Major and minor scale
- Alto recorder
- Strings

Practical and Fine Arts

- Geometric drawing
- Watercolor pointing
- Drama
- Knitting socks
- Woodwork
- Clay modeling

Movement/Spacial Dynamics™

- Greek sports building to the pentathlon
- Folk dancing
- Eurythmy

Foreign Language

- Spanish: simple text, syntax, short talks
- Mandarin
- Exposure to Sanskrit and Greek

Skills Class

- Math
- Language Arts

LANGUAGE ARTS SCOPE AND SEQUENCE

Speaking Skills: Given daily practice in choral and individual speaking in poetry, prose, story recapitulation and oral reports generated from curriculum areas students will demonstrate:

- Good diction
- Appropriate cadence
- Proper meter
- Appropriate syntax
- Appropriate volume
- Appropriate rate
- Artistic expression and increased skills noticeable throughout the school year.

Listening Skills

- Given daily practice, students will exhibit sustained attention to the primary speaker for 20 – 45 minutes.
- Oral recall of the main sequence of the presentation after a 24 hour interval
- Oral recall of the factual details of the presentation after a 24 hour interval
- Oral recall of the factual details over longer duration.
- Written recall of the main sequence of the presentation after a 24 hour interval
- Written recall of the factual details of the presentation after a 24 hour interval
- Written recall of the main sequence over longer duration.
- Written recall of the factual details over longer duration
- Students will follow directions with several sequential tasks without continuous need for repetition.

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Spelling Skills

- Given a dictionary and oral instructions of its use, students will be able to find words as needed for writing.
- Given spelling lists generated from the curriculum, students will maintain an expected accuracy on the words appearing on lists throughout the year.
- Given a list of ten or more words beginning with at least the same three letters, students will be able to correctly alphabetize them.
- Students will learn the spelling and definitions of at least ten vocabulary words per week generated from the curriculum, and additionally from misspelling in individual work.
- Students will maintain an expected standard of correctly spelled words. Standards are individually set according to ability.
- Given rules for syllabication, students will be able to syllabicate words following the rules.

Writing Skills

Students will compose essays and reports given in oral and written presentations from the curriculum.

- After reading novels, students will be given quizzes to test their comprehension.
- Given examples from oral stories and novels, students will be able to generate a paragraph of their own from material based on main characters, setting, summary and description from what they have heard or read.
- Given time and appropriate background material, students will be able to generate writing samples to self-edit for a second draft.
- Given morning lesson presentations and independent readings, students will write reports on their independently chosen aspects of research in the history or geography curriculum.
- Students will learn to write letters, business and informal.
- Students will write stories and poems from their own personal experience.

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Grammar and Syntax

- Students will demonstrate accuracy in editing samples using the following:

Simple declarative, interrogative, imperative and exclamatory with punctuation, the eight parts of speech and articles, active and passive voice, prepositional phrases, proper use of period, question mark, comma, quotation marks, proper capitalization and are introduced to the colon, dash and semi-colon.

- Given corrected compositions of their own and simple editing instructions, students will increase their ability to proofread for spelling. Students will master the use of capitalization of proper nouns and holidays and simple punctuation at the beginning and end of sentences.

Reading Skills

- Students will read a minimum of eight (8) books in the course of the year, some class readers, some free readers.
- Students will demonstrate oral and written recall from fifth grade level and above reading material from research curriculum areas, biographies and recreational readings.

MATH SCOPE AND SEQUENCE

Concepts

Students will review and deepen the concepts introduced before and be able to express the concepts orally and in writing for the following:

- Four basic processes with respect to whole numbers, fractions and mixed numbers
- Place Value to Millions
- Converting Mixed Numbers and Improper fractions
- U.S. Measurement Review (linear, weight, time, liquid measurement)
- Area and perimeter review (or introduction)
- Geometry—freehand circles, ellipses, tangents and angles (review or introduction)

Given teacher presentations and demonstrations, the following concepts will be introduced and students will demonstrate their understanding of these concepts through oral response, board work, and written exercises.

Decimal fractions and the four processes

- Vertical Multiplication and Long Division with multiple-digit multipliers and divisors (JY says to introduce in 5th—SB in 4th)
- Estimation in the context of long division and multiplication
- Divisibility Rules
- Converting fractions and decimals (simple)
- Rounding decimals and repeating decimals
- Exponents
- Metric system (and conversions within the metric system)
- Basic geometric terms and polygons
- Imaginative picture of the Pythagorean Theorem

Computation Skills

Student progress will be evaluated on an individual basis through class participation, board work and written exercises. They will practice through mental math, word problems, puzzles, brain gym, and worksheets.

Review and Practice

- Consolidation of skills (that were introduced in earlier years); systematic review and practice are needed throughout the year
- Review all work with vertical arithmetic (all four processes)
- Fluency and speed with arithmetic facts
- Estimation (estimate before calculating)

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Fractions

- The students should be fluent in working with common and unlike denominators
- All four processes with the common fractions and mixed numbers should be thoroughly practiced

- Finding Greatest Common Factor (GCF) and Least Common Denominator (LCD)
- Identification of reciprocals (and use of them in dividing fractions)
- Expansion of fractions
- Changing mixed numbers to improper fractions
- Simplifying fractions to lowest terms

Measurement

- The metric system is introduced to support decimal fractions
- Review of the U.S. system (ounces, pounds, and tons) is integrated into the work with the metric system
- Conversions within the U.S. system and within the Metric, but not between the two systems
- Linear, weight, and volume (liquids) measurement is reviewed and practiced
- Bar graphs, pie charts and averages in context of geography, botany etc...

Decimals

- Review place value to support decimal fractions
- Addition and subtraction of decimals
- Multiplication and division of decimals
- Division of decimals with decimal point in dividend and divisor
- Convert fractions to decimals, and vice versa, for simple equivalences
- Rounding decimals
- Repeating decimals (introduction)

Geometry

- Freehand geometric drawings involving circles, rectangles, angles, and triangles; all with a good amount of variations.
- Students can draw the forms accurately with lead and color pencils. The artwork or shading is to be simple with the purpose of bringing out the most important characteristics of the form. Certain aspects of the form can be accentuated with color pencils and shadings; beauty and exactness are important.
- Angle family (right, acute, obtuse, and straight angles) is introduced.
- Triangle family (right, acute, obtuse, scalene, equilateral, and isosceles triangles) is introduced.
- The circle and its tangents

- The ellipse and its tangents

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- Point and straight lines in relationship to a circle
- Quadrangle and the rhombus
- Area and perimeter of rectangles and squares
- Pythagoras's biography and his theorem are introduced with geometric pictures. Students have a hands-on experience with this mathematical law (ex. Using floor tiles in classroom and paper models)
- Congruence and similarity of figures

MUSIC SCOPE AND SEQUENCE

Overview: At this golden age of childhood, students are in need of a new harmony. Rounds, 2 and 3 part polyphony can transition to even more challenging harmonic settings. To go along with the overall Greek theme of fifth grade, songs should embody grace, beauty and balance. The fifth grade class has two music classes and two strings classes per week.

Objectives:

- Folk ballads and American folk songs are used to practice harmonic accompaniment.
- Ancient civilization songs
- Part songs are sung a cappella
- Exercises to identify specific intervals up to a 5th and study diatonic keys
- Recorders can introduce D-major and B \flat -major scales
- First attempts at singing in three part using classical examples from Palestrina and/or Mendelssohn
- More work on sight singing
- Music book work can include music terms, writing scales, songs and music symbols. Music terms include: staff, da capo, allegro, octave, slur, upbeat
- Improvisation with American folk songs
- Forms of songs introduced (rondo, sonata)
- Identify key note from key signature
- Pattern for all major scales introduced
- Dictation of simple melodic and rhythmic examples
- Study instrumental families
- Strings from Jocelyn

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STRINGS SCOPE AND SEQUENCE

Objectives

- Note-reading , Rhythms and Sight-reading Skills
- Composing original pieces - Using a pentatonic scale (also using the keys of D and G Major)
- Time signatures and counting in a variety of meters
- Dynamics and expressive playing
- Ensemble playing skills
- Rounds
- 3- part and 4 part pieces (Violin1 and Violin2,Viola, Cello)

Repertoire:

- Seasonal Songs
- Pieces about the USA or its' culture (Folk songs or patriotic)
- Pieces from older cultures (Bartok Folk Dances- Indian - Iranian etc. folk songs)
- Pieces with Heroic or Triumphant Themes (Pentathlon)
- Pieces in the Dorian mode (Greek Round by Par Ahlbom)
- Classical music arranged for young players (Brandenburg Concertos, Vivaldi "Spring")

HANDWORK SCOPE AND SEQUENCE

Four needle knitting is introduced.

A first knitting project (a mug cozy) on two needles is introduced on which the students review knitting, purling and ribbing. This is also an opportunity for new students to learn to knit.

The main project for this year is a pair of socks. They learn to knit in the round with four needles. It is three-dimensional knitting with turning of the heel following a written pattern.

Other projects include: a cable hat or headband, a knitted animal, a pencil pouch.

Seasonal projects associated with Main Lesson may include wet felting.

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WOODWORKING SCOPE AND SEQUENCE

Fifth grade students are introduced to gouges and the shave horse; they learn to carve a spoon using both the convex and concave shapes on the inside and outside of the bowl of the spoon. They discover the frustration of dealing with knots and splits in wood and realize that through patience and diligence their project will come to fruition. The children discover that when they try to work too fast they end up with flaws in their work, such as a hole in the bowl of the spoon or a crack in the handle.

SPANISH SCOPE AND SEQUENCE

Overview: In fourth and fifth grades the children can now begin to have short homework assignments as well as periodic grammar quizzes, vocabulary tests and dictation. Vocabulary and stories about animals, trees and plants are introduced. Now the children are working regularly with grammar, reading and writing, cultivating creative and artistic Spanish skills as well.

Topics and Content

- Courtesy, phrases, greetings, goodbye
- Numbers: 1-1000
- Human body
- Colors
- Clothing
- Musical Instruments
- Plants
- Food
- School (beginning with classroom objects)
- The home and its parts
- The garden
- The family
- The seasons
- Months, weeks, days
- The date
- The clock, time
- Personal information
- Friends
- Likes and preferences
- Daily routines

- Nature and the environment
- Means of transportation
- State geography

Celebrations

- Christmas
- Epiphany
- Halloween (Noche de Brujas)
- Thanksgiving
- Columbus Day

Descriptions

- Physical: people, places, objects
- Climate, the weather
- Trips
- States of mind: a) personal b) the others
- Health

Personal Relations

- Friendship
- Actions
- Tongue-twisters
- Idiomatic expressions

Grammar Topics

1 = Introduction

2 = Practice and Application

3 = Review and Mastery

Article (3)

Gender (1)

Number (2)

Nouns:

- Gender of nouns (1)
- Number (singular and plural) (1)
- Agreement in gender and number with articles (1)

Adjectives:

- Adjectives of quality (2)
- Possessive adjectives (1)
- Numbers (2)
- Agreement in gender and number with article and noun (2)
- Positions of adjectives (1)

Pronouns:

- Personal (2)

Verbs:

- Regular, present tense (2)
- Irregular, present: ser, tener , and gustar construction (2)
- Estar (2)
- Ser y estar (1)
- Querer, poder , ir (1)

Conjunctions:

- y , con , pero (2)

Preposiciones:

- a, para , en , con , de (1)

Adverbs:

- Of place: aquí, allá, izquierda, derecha, arriba, abajo (2)
- Of time: ayer, hoy, ahora, mañana. (2)
- Of quantity: mucho, poco, muy (2)
- Of negation and affirmation (1)
- Shortening of certain adverbs (1)

Interrogatives:

- Qué , cómo , dónde , adónde , cuánto , quién , quiénes , cuál , cuáles, por qué. (2)

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Methods

Little Emphasis (1)

Emphasis (2)

Great Emphasis (3)

Poetry and recitations (3)

Songs (2)

Speech exercises (2)

Tongue-twisters (2)

Rhythmical gestures (1)

Commands and orders (3)

Games with dialogues (3)

Games movements (1)

Hand painted illustrations (3)

Artistic printed illustrations (3)

Descriptions (3)

Picture dictations (3)

Scenes from nature

Recapitulation of stories (oral) (3)

Children's stories (oral) (1)

Legends (3)

Prose (reading) (3)

Prose (writing) (3)

Biographies (writing)

Grammatical rules (writing) (3)

Readers (3)

Literary passages (1)

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Conversations and dialogues (3)