

MUSIC

In Grade Five, music literacy is continued through the study of solfege, intervals, and note reading on both staves. More difficult rhythms are studied to extend the students' understanding. The focus on learning rhythms shifts from the beat of the Feierabend method learned in earlier grades to the duration of the notes. This curriculum addresses the National Standards and Massachusetts Frameworks for music.

Students will:

- Continue to learn about music history by studying key composers from the romantic, contemporary, jazz and present periods.
- Be exposed to a variety of musical forms, styles, and compositions through the study of key composers in chronological order.
- Learn more challenging American folk songs, dances, and games to continue to develop group participation and cooperation.
- Use xylophones and rhythm instruments to demonstrate the added skills in note reading and rhythm.

- Learn about chord formations and progressions, and then use tone bells to accompany simple tunes.

Grade Five students have the opportunity to join the fourth and fifth grade chorus which meets before school one morning each week, and which performs in the Holiday and Spring Concerts. Students will also have the opportunity to learn to play a wind, string or percussion instrument, or to continue to take a weekly lesson with an instrument chosen in Grade Four. The instrumental program takes place before school and includes one lesson with the student's instrument and one rehearsal with the band or orchestra. Students perform with their instruments in the Holiday and Spring Concerts. The 4th and 5th grade bands march in the town's Memorial Day Parade. A chamber music program is implemented during the fourth quarter of the school year.

PHYSICAL EDUCATION

Physical education addresses the cognitive, physical, social, and emotional domains of the child. Through a variety of movement activities and assessments students learn and apply spatial awareness concepts, team-building skills, problem-solving skills, imagery, and guided discovery. Movement activities encompass developmentally appropriate manipulative, locomotor, and non-locomotor skills as individuals and in teams, as well as application of movement concepts such as direction, balance, range, force absorption, and body control to extend versatility and improve physical performance. Students will perform rhythm routines including dancing to demonstrate fundamental movement skills.

Through the study of fitness students will be able to identify physical and psychological changes that result from participation in a variety of physical activities. Students will explain the benefits of physical fitness to good health and increased active lifestyle, and identify the major behaviors that contribute to wellness. Through the study of personal and social competency students will be able to demonstrate responsible personal and social conduct used in physical activity settings. Students are encouraged to develop positive attitudes toward the pursuit of lifelong fitness.

The Grade Five Physical Education Curriculum incorporates four main areas:

Movement and Exploration (15%): locomotor, non-locomotor, axial, manipulative exploration of small equipment; movement fundamentals utilizing qualities of movement, body control, spatial and body awareness (kinesthesia); developmental exercises; obstacle courses and stations.

Rhythms (15%): movement to beats and patterns; folk, aerobic and modern dance; creative movement or dance; expression to sounds; improvisation to music.

Games (45%): specific skills; highly organized lead-up games; individual, dual, and team sports (soccer, basketball, track and field, softball, floor hockey, volleyball, and lacrosse).

Gymnastics (25%): large apparatus; stunts and tumbling; balance and partner activities; developmental and partner exercises.

HEALTH

Students in Grades K-5 are taught THE GREAT BODY SHOP curriculum. This curriculum is comprehensive and progressive, enabling students to expand their health knowledge from the foundation that was acquired in the previous grade.

Parents will receive monthly bulletins to preview the health topics and information to be covered that month. At the end of each unit of four lessons, students will bring home their colorful and informative student editions for family discussion. Occasionally students will have homework to do with parents regarding that unit's health topic. Although it is not mandatory for students to return the homework assignments, it reinforces students' learning to review at home what is learned at school. Ongoing communication between children and parents regarding health will help prepare children for a lifetime of wellness.

The following monthly topics are presented during the Grade Five year:

SEPTEMBER: EMOTIONAL HEALTH

Topics: Effects of emotions on the body; effects of hormones on emotions; emotional maturity; positive & negative influences; communication skills; self-esteem & respect; support systems; community service; conflict resolution.

OCTOBER: HUMAN GROWTH & DEVELOPMENT

Topics: Endocrine system; role of hormones; biological differences; respect for self and others throughout puberty; good hygiene & self esteem; responsibilities of maturing pubescent students; decision making; social skills.

NOVEMBER: NUTRITION

Topics: Nutritional guidelines; lifecycle & nutrition; illnesses associated with improper food handling procedures; taking responsibility for nutritional health.

DECEMBER: THE RESPIRATORY SYSTEM

Topics: Respiratory system; effects of smoking on the lungs; pollution in the community; respiratory diseases; refusal skills; resisting advertising influences.

JANUARY: THE CIRCULATORY SYSTEM

Topics: Circulatory system; blood; HIV & immune system; consequences of smoking, excess fats & salts on the circulatory system; importance of nutrition & exercise to your circulatory system; setting goals; refusal skills.

FEBRUARY: THE NERVOUS SYSTEM

Topics: Central nervous system; neurons; structure of the brain; effects of drug abuse on the brain; responsible behaviors to prevent injury to the brain.

MARCH: SUBSTANCE ABUSE & PREVENTION

Topics: Differentiating use, misuse, abuse of drugs; short & long term effects of drug abuse; resisting media & peer influences; drugs won't solve problems; decision-making; the value of family support.

APRIL: FIRST AID

Topics: First aid skills; emergency situations; community helpers; locating resources for help; decision-making steps; being responsible for personal safety.

MAY: CONSUMER HEALTH

Topics: Advertising influences; consumer responsibilities & skills; judging products' quality & health risks; managing a budget.

JUNE: PHYSICAL FITNESS

Topics: Skeletal & muscular systems; exercise benefits; fitness goals & habits; predicting consequences; good sportsmanship.

T E C H N O L O G Y

The curriculum for the Rockport Elementary School Technology Program at each grade level develops students' basic technology skills and knowledge using tools to enhance learning. Students also gain an understanding of the issues of ethics and safety relating to the use of electronic media. They apply technology tools for communication, creativity, research, problem-solving, and decision-making to further enhance learning.

BASIC TECHNOLOGY SKILLS AND KNOWLEDGE

Students will:

- Use proper keyboarding techniques.
- Understand the basic function of the components of a computer.
- Develop proficiency in the basic use of computers and application tools.
- Understand and use appropriate terminology.

ISSUES OF ETHICS AND SAFETY RELATING TO THE USE OF ELECTRONIC MEDIA

Students will:

- Demonstrate responsible use of technology.
- Recognize ownership and authorship of software and student and/or teacher products.

TECHNOLOGY TOOLS FOR COMMUNICATION, CREATIVITY, RESEARCH, PROBLEM-SOLVING, AND DECISION-MAKING

Students will:

- Use technology to organize data, interpret information and draw conclusions.
- Use grade appropriate multimedia reference sources.
- Use a variety of multimedia reference sources with assistance.
- Explore bookmarked web sites.
- Draw conclusions using information gathered from electronic resources.
- Use grade appropriate curriculum related software.
- Demonstrate ability to locate, evaluate, and collect information from a variety of sources, to process data, and report results.
- Use a combination of technology tools to produce creative works.
- Use technology for problem-solving and to develop strategies for answering questions and making informed decisions.

A detailed chart of K-5 Technology Learning Goals and Expectations can be viewed at:

<http://teacherweb.com/MA/RockportElementarySchool/ElementaryTechnologyLab/photo1.stm>

It is also possible to link to the above site from our school website at:

<http://www.rockport.k12.ma.us/res/>

L I B R A R Y

The curriculum for the Rockport Elementary School Library Media Program at each grade level addresses Information Literacy Skills and Literature Appreciation. In addition to the Massachusetts Curriculum Frameworks, it supports the Information Literacy Standards for Student Learning developed by the Massachusetts School Library Media Association.

INFORMATION LITERACY SKILLS

Students will:

- Independently use print and electronic resources to locate information (e.g. general and specific encyclopedias, almanacs, atlases).
- Determine reference sources most appropriate for a specific purpose.
- Evaluate quality and currency of information in print and electronic formats.
- Use the card catalog to locate resources efficiently and effectively.
- Use Tables of Contents and Indexes to locate information.
- Complete research project using several resources.

LITERATURE APPRECIATION

Students will:

- Explore and discuss books of various literary genre.
- Create thematic book displays.
- Expand literary background through exposure to new titles and authors.
- Share ideas presented in literature.
- Participate in Reading Counts program.

For more detailed information on the library curriculum, please visit the Library Curriculum page on the Rockport Elementary School Library website at

<http://www.teacherweb.com/MA/RockportElementarySchool/phussey/>