

# Scope & Sequence    March 2011

jhollis@bfccps.org  
[kbien@bfccps.org](mailto:kbien@bfccps.org)  
[hlevesque@bfccps.org](mailto:hlevesque@bfccps.org)

**Grade Five**  
**Mrs. Hollis, Mrs. Bien**

Language Arts	Mathematics	History	Science	Character Education	Community Service
<p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Verbs: action verbs, linking verbs, verb tenses, irregular verbs, and subject-verb agreement</li> </ul> <p>WRITING</p> <ul style="list-style-type: none"> <li>Will McDonough Writing Contest</li> <li>MCAS open-response practice</li> </ul> <p>READING</p> <ul style="list-style-type: none"> <li>Poetry unit</li> <li>Poetic devices: free verse, couplets, onomatopoeia, alliteration, personification, rhyme scheme, imagery, hyperbole, diamante</li> <li>Poems from Core Knowledge sequence</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>Wordly Wise</li> <li>Terms from history and readings</li> </ul>	<p>We be working on Chapter 9 in ThinkMath, Attributes of 2-dimensional Figures</p> <ul style="list-style-type: none"> <li>Classifying</li> <li>Constructing angles</li> <li>Triangles</li> <li>Classifying quadrilaterals</li> </ul> <p>We will also begin Chapter 10, Area and Perimeter</p> <ul style="list-style-type: none"> <li>Measuring to find length and perimeter</li> <li>Area of parallelograms, trapezoids, and other polygons</li> </ul>	<p>Tensions between the Colonies and Great Britain</p> <ul style="list-style-type: none"> <li>French and Indian War</li> <li>Proclamation of 1763</li> <li>Stamp Act</li> <li>Townshend Acts</li> <li>Boston Massacre/Tea Party</li> <li>1<sup>st</sup> and 2<sup>nd</sup> Continental Congress</li> </ul> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>Yellowstone National Park</li> <li>Climate Zones of the United States</li> <li>The Arctic Tundra</li> </ul> <p>Twenty Largest Cities in the US</p>	<p>In science this month we will be reviewing for MCAS. Topic include:</p> <ul style="list-style-type: none"> <li>Earth science</li> <li>Rocks and Minerals</li> <li>Solar system</li> <li>Weather</li> <li>Life cycles</li> </ul> <p>In addition to this, students will be working on and finishing their individual science fair projects. Refer to the packet handed out (also posted on Edline) for deadlines and guidelines. Science Fair will be held on the evening of Thursday March, 10<sup>th</sup></p>	<p>PRUDENCE</p> <ul style="list-style-type: none"> <li>Integrity (being true to your best self)</li> <li>Humility (caring less about who's right and more about what's right)</li> </ul>	<p>Kindergarten Buddies with Mrs. Sette and Mrs. Tagan's classes</p>

If you need this document translated please contact the school office at 508 -541-3434

# Scope & Sequence March 2011

**Specialists Grades 3-5**  
**Mr. Niebels, Ms. Wolfe, Dr. Perry, Mrs. Burke,**  
**Mrs. Simpson, Mrs. Schaefer, Mr. Heater &**  
**Mr. Benjamin**

Core Knowledge Music	Core Knowledge Art	French Latin	Physical Education	Library	Band
<p><b>3rd Grade</b>            Playing recorders,</p> <ul style="list-style-type: none"> <li>Songs -                Gathering Peascods, Ride Captain Ride English Folk Song, Recorder Mambo Symphony</li> </ul> <p>Notation - Exercises in sight reading and knowing notes on the treble staff</p> <p>Singing rounds</p> <ul style="list-style-type: none"> <li>Out of Darkness, O, Be Joyful, Oh, What a Day</li> </ul> <p>Listening/Appreciation:</p> <ul style="list-style-type: none"> <li>Simple Gifts,</li> </ul>	<p><b>3rd grade</b>  <b>Observe:</b> A Powerpoint presentation on still life paintings of food and photographs from <i>What the World Eats</i> by Peter Menzel and Faith Daluisio.  <b>Discuss:</b> How artists use food images in art.  <b>Create:</b> A portrait of a favorite meal using markers and paint.</p> <p><b>Observe:</b> Navajo (Dine) sand paintings.  <b>Discuss:</b> Design, color, and symbolism.  <b>Create:</b> A sand painting of a landscape or seascape.</p> <p><b>4th grade</b>            Complete house designs.  <b>Observe:</b> Mosaics from</p>	<p><b>Grade Three Latin</b>            Emphasis on names for family members (pater, mater, etc.)</p> <p>History and Culture: students will be learning about Juluis Caesar and the Roman Empire.</p> <p><b>Grade Three French</b>            Names of foods: vegetables, fruits, etc.</p> <p>Make pictionary with names, color, label, play food game.</p>	<p><b>Grade 3,4 +5</b></p> <ul style="list-style-type: none"> <li>RHYTHM AND DANCE ACTIVITIES</li> <li>Introduction to DDR</li> <li>Line dancing</li> <li>Use of manipulatives such as jump ropes, hula-hoops, lumi sticks, rhythm sticks and walking skis.</li> </ul> <p><b>Character Education</b>            The P.E. program lends itself very nicely to the character education pillar of our school. We spend a lot of time demonstrating, and acknowledging sportsmanship, self-</p>	<p><b>Grade 3:</b>            We will celebrate Dr. Seuss' Birthday (March 2nd) with "Read Across America"</p> <p>We will continue our unit on Tall Tales culminating with the students researching and then creating their own tall tale.</p> <p>We will then begin a Planet Webquest: the students will become astronauts on a mission to another planet whereby they will collect and record date</p>	<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>Natural Sign</li> <li>Accents</li> <li>1st &amp; 2nd endings</li> <li>one-measure repeats</li> <li>multi-measure rests</li> <li>Concert Bb major scale</li> </ul> <p>As part of your child's band homework each week, a practice chart must be filled out, signed by a parent and brought to school on the next lesson day. It is part of your child's grade for band.</p> <p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>Concert Eb major scale - echo play</li> <li>Rhythmic reading</li> </ul>

# Scope & Sequence    March 2011

<p>Hoedown - Aaron Copland</p> <ul style="list-style-type: none"> <li>Instruments of the Orchestra</li> </ul> <p>Integration - Songs relating to exploration</p> <p><b>4th Grade</b> Singing rounds</p> <ul style="list-style-type: none"> <li>Out of Darkness, O, Be Joyful, Oh, What a Day</li> </ul> <p>Playing instruments</p> <ul style="list-style-type: none"> <li>Practice Orff accompaniment to rounds (above)</li> </ul> <p>Listening/Appreciation:</p> <ul style="list-style-type: none"> <li>Composer study - Mozart, Haydn</li> <li>Instruments of the Orchestra</li> </ul> <p>Integration - Make musical connections to classroom studies</p> <p><b>5th Grade</b> Singing rounds</p> <ul style="list-style-type: none"> <li>Out of</li> </ul>	<p>around the world.</p> <p><b>Discuss:</b> Function, design, pattern, and color.</p> <p><b>Create:</b> A mosaic design using styrofoam, paint, and glue.</p> <p><b>Observe:</b> African masks.</p> <p><b>Discuss:</b> The purpose of masks such as ceremonies for planting, harvesting, or hunting.</p> <p><b>Create:</b> A mask out of construction paper and drawing tools.</p> <p><b>5th grade:</b> Complete futuristic cities using watercolor pencils and sharpies.</p> <p><b>Observe:</b> Different types of maps.</p> <p><b>Discuss:</b> Symbolism to represent objects, places, people, or ideas. How artists use their own perspectives to portray space and messages through maps.</p> <p><b>Create:</b> The students will choose to design a map showing a path from home to school, a neighborhood,</p>	<p>Use of verb j'aime, je n'aime pas.</p> <p><b>Grade Four Latin</b> Ordering food in Latin. What do you like most?? (In Latin)</p> <p>History and Culture: students will continue study of the Roman Empire</p> <p><b>Grade Four French</b> Learn names of legumes et fruits. Students will be doing lists of what they like/do not like, play bingo games with the vocabulary words, etc.</p> <p><b>Grade Five Latin</b> The fifth grade will continue the study of myths, fables, and deities.</p> <p>They will be doing projects that</p>	<p>control, patience, playing fair, and the encouragement and respecting of teammates and classmates. The opportunities to have these discussions and demonstrations are endless at all grade levels.</p>	<p><b>Grade 4:</b> We will celebrate Dr. Seuss' Birthday (March 2nd) with "Read Across America"</p> <p>We will continue our unit on Tall Tales culminating with the students researching and then creating their own tall tale.</p> <p>We will then begin a Rockhounds Webquest: the students will identify rocks and minerals</p> <p><b>Grade 5:</b> We will celebrate Dr. Seuss' Birthday (March 2nd) with "Read Across America"</p> <p>We will continue our Excel unit, hoping to complete the unit by the end of this month</p>	<p>using "Down-Up" method - 2/4 &amp; 3/4 Time Signatures</p> <ul style="list-style-type: none"> <li>Syncopation</li> <li>Concert G minor key signature</li> <li>Dal Segno al Fine</li> <li>Single eighth rests</li> </ul> <p>As part of your child's band homework each week, a practice chart must be filled out, signed by a parent and brought to school on the next lesson day. It is part of your child's grade for band.</p> <p><b>Character Education</b> <b>OUR CHARACTER AND THE TWO "R WORDS"</b></p> <p>We put a heavy emphasis on two words: <b>Responsibility and Respect</b>. In some ways, these two words are the bulk of our curriculum.</p>
---	--	---	---	---	--

# Scope & Sequence      March 2011

<p>Darkness, O, Be Joyful, Oh, What a Day</p> <p>Playing instruments</p> <ul style="list-style-type: none"> <li>● Rhythmic studies</li> </ul> <p>Listening/Appreciation:</p> <ul style="list-style-type: none"> <li>● Beethoven's Fifth Symphony</li> <li>● Instruments of the Orchestra</li> </ul> <p>Integration - Colonial and Patriotic songs</p>	<p>or a place from their imagination using colored pencils and markers.</p>	<p>involve myths, etc.</p> <p><b>Grade Five French</b></p> <p>We will continue the study of the verbs avoir and etre</p> <p>Students will do a project on marche and supermarche using the verb je voudrais.</p>			
---	---	--	--	--	--