

NORTHERN VALLEY
SCHOOLS CONSORTIUM

GRADE 5
CURRICULUM OBJECTIVES
2026-27

NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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Informational Reading and Writing

- Readers explain how authors use reasons and evidence to support opinions and make relevant connections and inferences.
- Readers determine central ideas and key details of a text.
- Readers use multiple texts to interpret and compare/contrast various elements in an informational text.
- Readers use vocabulary strategies to understand unknown words in a text.
- Readers engage in a range of collaborative discussions to review key ideas, observations, and conclusions.
- Writers generate and select topics and refine those topics for appropriate focus.
- Writers research the topic and use relevant information in their writing.
- Writers explain their information using specific vocabulary and text structure.
- Writers draft and revise writing pieces using word choice and transitional words.
- Writers revise and edit for grammar and conventions.

Narrative Reading and Writing

- Readers quote from a text to make relevant connections and inferences.
- Readers determine the theme and key details of a text.
- Readers compare and contrast story elements, points of view, and structure in multiple literary texts.
- Readers use vocabulary strategies to understand unknown words in a text.
- Readers engage in a range of collaborative discussions to review key ideas, observations, and conclusions.
- Writers generate story ideas based upon real or imagined experiences.
- Writers use narrative techniques such as hooks, dialogue, description, and pacing to develop a clear event sequence for a story.
- Writers use concrete words and phrases, sensory details, and transitions to convey experiences and events.
- Writers develop and strengthen writing using guidance from peers and adults.
- Writers demonstrate a command of the system and structure of the English language including verb tense consistency and comma usage.

Opinion/Argument Writing

- Writers generate opinions on select topics.
- Writers gather relevant information from multiple sources to support opinions.
- Writers use logically ordered reasons with facts, details, and quotes from research to communicate their opinions.
- Writers plan and draft using topic-specific language and transitions.
- Writers edit and revise for grammar, convention, purpose, and audience.



Library Usage

- Access and navigate the library OPAC to locate books on the shelves.
- Differentiate between genres and select according to interest.

Digital Citizenship

- Adhere to Acceptable Use Policy.
- Use digital tools to showcase new learning.
- Explain how posting and commenting in social spaces has both negative and positive consequences.
- Identify the negative and positive consequences of posting in social spaces.

Research

- Formulate questions about a curricular topic or personal interest.
- Access and navigate online resources.
- Differentiate among resources and evaluate information.
- Record information and avoid plagiarism.
- Cite sources.
- Obey copyright rules.
- Reflect on the research process for strengths and weaknesses and modify accordingly.
- Understand the uses of public domain and creative commons media.



Whole Number Expressions and Applications

- Write, interpret, and evaluate numerical expressions with grouping symbols.
- Perform all four operations (addition, subtraction, multiplication, and division) with multi-digit whole numbers.
- Analyze patterns and relationships in multi-digit whole-number operations.
- Collect, represent, and interpret data.
- Create data visualizations to communicate data patterns, trends, and relationships.

Two-Dimensional Figures and the Coordinate Plane

- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify the following two-dimensional figures into categories based on their properties: rectangle, square, triangle, quadrilateral, pentagon, hexagon, octagon, and decagon.
- Generate patterns to identify relationships between corresponding terms in a sequence.

Patterns of Numbers in Base 10 and Decimal Operations

- Understand patterns within the place value system and make use of place value structure.
- Read and write exponents to represent powers of 10.
- Use place value patterns in base ten to solve problems with exponents.
- Use estimation to round numbers to the nearest decimal place.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Relate decimal operations to financial literacy and world problems with money.
- Convert among different sized standard measurement units within a given measurement system.

Fraction Concepts and Applications

- Interpret the value of fractions through models and visual representations.
- 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.
- Find the area of a rectangle by tiling it and multiplying fractional side lengths.
- Create a story problem context for a real world mathematical problem using division and multiplication with fractions.

Problem-Solving

- Use all four operations with fractions to visualize and solve real-world mathematical problems.
- Defend solutions to real world mathematical problems using mathematical reasoning, models, and verbal explanations.
- Construct arguments to critique the reasoning of their peers' using appropriate speaking and listening techniques.
- Create data displays, including line plots, to respond to and solve real world mathematical problems.

Volume

- Understand concepts of volume and relate volume to multiplication and to addition.
- Measure volume by counting unit cubes.
- Use volume formulas for prisms and apply them to real-world problems.
- Find the volume of composite figures by breaking the figure into its component parts and solve real-world problems.



CREATING

- Generate and create musical ideas within specific related tonalities, meters, and simple chord changes.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

PERFORMING

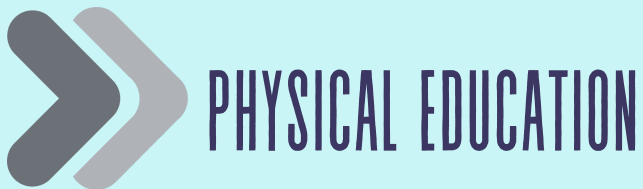
- Demonstrate understanding of the structure and the elements of music in music selected for performance.
- When analyzing selected music, read and perform using standard notation.
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.
- Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- Sing independently and in groups in one or more parts with the use of harmony (more complex than 4th grade).
- Improvise short melodic and rhythmic phrases.
- Read formal notation in treble and bass clef including all subdivisions until dotted quarter notes and ledger notes.
- Demonstrate knowledge of basic concepts of music.

RESPONDING

- Explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- Employ complex, discipline-specific arts terminology to categorize works of dance, and music, according to established classifications.
- Demonstrate how art communicates ideas about personal and social values and how it is connected to an individual's imagination and frame of reference.
- Use evaluative tools for self-assessment, assessment of peers, and provided performances.
- Consider the context, intended audience, and social impact of the creation of art.
- Use appropriate music terminology to discern between fact and opinion regarding a work of music.
- Make informed aesthetic responses to artworks based on the structural arrangement and personal, cultural, and historical points of view.

CONNECTING

- Create rhythmic, melodic, and harmonic ideas, and explain the connection to specific purpose and context (i.e., social and cultural).
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.



PERSONAL QUALITIES

Reflection

- Actively listen and respond to the ideas, thoughts, and feelings of others with respect.
- Apply positive self-awareness as physical competencies improve.
- Identify learning objectives after teaching instruction and use cues to improve strength.

Empathy

- Demonstrate how to include and assist others when completing tasks.
- Engage positively with others to safely use equipment in class.
- Contribute to self and peer assessment with consideration and respect.

Adaptability

- Adapt to a variety of roles that lead to successful outcomes.
- Recognize a variety of emotions and develop the ability to manage them appropriately.
- Demonstrate positive interaction with others.

Responsibility

- Demonstrate and begin to apply knowledge and understanding of a range of verbal and nonverbal communication skills when interacting with or presenting to others.
- Adopt a variety of different roles when working individually or as part of a group that leads to successful outcomes and promotes reflection.

Mindset

- Demonstrate and discuss how to be a good winner and cope appropriately with losing.
- Demonstrate persistence when facing a challenge and work to achieve a successful outcome.
- Celebrate, value, and use achievements as part of improving performance.

Self-Direction

- Show an enthusiasm to participate. Enjoy being challenged.
- Identify and describe reasons why to personally participate in physical activity, and promote those reasons to fellow students and the community.
- Recognize and respond to internal and external motivation to:
 - Set targets.
 - Achieve personal goals.
 - Improve performance.

PHYSICAL COMPETENCIES

Kinesthetic Awareness

- Show awareness of the personal space of others and use this information to make individual decisions and control movement.
- Show control over movement in personal and shared space.
- Show awareness of body parts and body positions when performing a range of different movements.

Balance and Control

- Manipulate parts of the body when moving with purpose.
- Hold balances in various shapes with and without equipment.
- Manipulate objects while maintaining balance (i.e., archery, golf swing, kicking a ball).

Coordination and Fluency

- Link and order a series of movements to perform a sequence.
- Move with purpose demonstrating balance, control, and rhythm.
- Demonstrate knowledge and understanding of what a quality movement looks like, feels like, and can show to a partner.

Rhythm and Timing

- Demonstrate proficiency in student-led patterns of movement.
- Work in pairs or small groups to perform dances or movements to music-led exercises or activities.
- Follow along to cardio or muscular endurance workouts keeping in time with the music and moving the body appropriately for the duration.

Gross and Fine Motor Skills

- Perform movements in more advanced activities.
- Perform movement skills in sequence.
- Show fundamental concepts of hand/eye and foot/eye coordination.

PHYSICAL FITNESS

Stamina (Cardiovascular/Muscular Endurance)

- Participate in moderate to vigorous physical activity.
- Take part in physical fitness units and begin to analyze data for improving personal fitness goals.
- Set targets for improving moderate to vigorous physical activity.
- Demonstrate an understanding of stamina and how it affects health, and ability to perform.

Speed

- Move at different speeds and levels, maintain balance whilst changing direction quickly.
- Demonstrate short bursts of fast movement from stillness.
- Move parts of the body using different speeds and forces.
- Demonstrate understanding of speed in simple terms and how it affects the ability to perform.
- Get into good body positions for running at top speed in straight lines and on diagonals.

Core Stability and Strength

- Show postural control when sitting, starting, stopping, and changing direction.
- Describe where the core is and demonstrate how it supports the body.
- Hold body weight in a variety of positions for a set period of time.
- Complete one full push-up and build towards being able to complete sets of push-ups.

Flexibility

- Use a full range of movement to perform actions effectively.
- Demonstrate an understanding of flexibility in simple terms and how it affects everyday life, and ability to perform.
- Create training programs to follow that help improve student flexibility over time.



Growth and Development

- Understanding the importance of identifying trusted adults in ones environment.
- Identify the stages of fetal development and pregnancy.
- Identify the male and female anatomy.
- Analyze and distinguish how hormones affect growth and development in males and females.
- Examine how relationships change over time.
- Differentiate between sexual orientation and gender identification.
- Demonstrate methods for an inclusive environment.
- Apply strategies for personal hygiene.

Drugs and Diseases

- Describe the effects that drugs have on the pre and post-pubescent body.
- Identify what characteristics make something a drug.
- Explain health concerns of various types of drugs and alcohol.
- Identify the long-term effects drugs can have on the human body.
- Identify the characteristics of addiction and different forms of abuse.
- Describe the behaviors of people who struggle with alcohol and drug use.

Personal Health

- Define first aid and explain the role it plays in emergency situations.
- Explain the importance of being of service to others in a time of need.
- Explain the methods of handling first aid for a range of common minor emergencies.
- Explain the importance of developing first aid skills.
- Identify the roles of public safety groups and how to access each for help.
- Explain the value of assertive strategies when asking for help in an emergency.
- Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards.
- Demonstrate a sense of connection and responsibility to others by taking safety precautions.
- Identify communicable and infectious diseases.
- Define safe behaviors when in motor vehicles or other transportation.

- Create strategies to communicate safely through social media.
- Identify non-profit organizations that promote climate change.
- Create a plan for businesses to address health problems.
- Identify strategies that students can personally use to address health problems.

Social-Emotional Learning

- Describe human emotions and their effects on the body.
- Identify different mental health illnesses (i.e., anxiety, depression, stress) and their effects.
- Identify events in life that trigger emotions.



Earth's Systems

- Identify sources of both freshwater and saltwater in various reservoirs (oceans, lakes, rivers, glaciers, ground water, and polar ice caps).
- Cite the specific amounts and percentages of drinkable freshwater and saltwater on Earth.
- Describe physical quantities, such as weight, volume, and area, in standard units.
- Describe the four Earth systems (atmosphere, geosphere, hydrosphere, biosphere) in terms of their specific components.
- Explain how water moves through the water cycle.
- Describe and provide examples of how Earth's systems interact (e.g., the influence of oceans on ecosystems, landforms, and climate; the influence of the atmosphere on landforms through weather; the influence of mountain ranges on wind and clouds).
- Graph quantities such as area and volume to address scientific questions.
- Graph the amounts and percentages of freshwater and saltwater in various reservoirs to illustrate water distribution. (Note: Assessment of water distribution is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere).
- Obtain and combine information from books and other reliable media to explain scientific phenomena or solutions to a design problem.
- Differentiate the layers of the atmosphere from one another.
- Examine and combine information about the specific ways individual communities use science ideas to protect Earth's resources and environment.
- Defend conclusions about the distribution of water on Earth using evidence derived from graphs of various water reservoirs (adapted from the target "graph... to provide evidence").
- Create a detailed model of the water cycle.
- Develop a model using a specific example to describe a scientific principle or the interaction between Earth's systems. (Note: Assessment is limited to the interactions of two systems at a time, such as geosphere/hydrosphere or atmosphere/biosphere).

Ecosystems

- Identify the decomposers, producers, and consumers within a given food chain or food web.
- Read and interpret food chains and food webs for various ecosystems.
- Describe a system in terms of its components and interactions, including how matter is transported into, out of, and within it.
- Describe how matter moves through the nitrogen, carbon, and water cycles.
- Describe how energy can be transferred in various ways, including how it is passed through an energy pyramid.
- Explain that the energy organisms receive from consuming one another (used for body repair, growth, motion, and warmth) was originally energy from the sun.
- Use models (such as diagrams or flowcharts) to illustrate scientific phenomena, such as how energy from the sun is captured and utilized by animals through food.
- Analyze how matter that is not food (e.g., air, water, and decomposed materials in soil) is changed into matter that is food within an ecosystem.
- Support an argument, using evidence, data, or a model, that plants get the materials they need for growth chiefly from air and water, rather than from the soil.
- Construct food chains and food webs for various ecosystems.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Matter

- Identify different states of matter based on their properties.
- Identify the observable signs of a chemical reaction.
- Classify substances and mixtures based on observable and measurable physical properties, including solubility, magnetism, electrical conductivity, thermal conductivity, and density.
- Describe the physical properties of matter.
- Describe physical quantities such as weight, time, temperature, and volume.
- Provide examples of different types of colloids.
- Measure physical quantities such as weight, time, temperature, and volume.
- Graph quantities, such as weight, to address specific scientific and engineering questions or problems.
- Identify an unknown substance by analyzing its physical properties.
- Test cause-and-effect relationships to explain various changes in matter.
- Determine, through investigation, whether the mixing of two or more substances results in new substances.
- Defend using graphical evidence that the total weight of substances is conserved regardless of the type of change that occurs.
- Evaluate data produced collaboratively to serve as evidence, ensuring fair tests were used.
- Develop and draw a model to describe scientific phenomena, specifically demonstrating that matter is made of particles too small to be seen.

Space Science

- Identify cause-and-effect relationships in order to explain changes in natural phenomena.
- Classify and communicate natural phenomena based on similarities and differences in patterns.
- Sort data regarding natural phenomena using similarities and differences in patterns.
- Represent data in graphical displays (such as bar graphs, pictographs, and/or pie charts) to reveal patterns and relationships.
- Analyze simple rates of change for natural phenomena by comparing similarities and differences in patterns.
- Support an argument with evidence, data, or a model that the gravitational force exerted by Earth on objects is directed down toward the center of the spherical Earth. (Note: Assessment does not include the mathematical representation of gravitational force.)
- Support an argument with evidence, data, or a model that differences in the apparent brightness of the sun compared to other stars are due to their relative distances from Earth.
- Construct a generalized scientific argument or model to explain natural phenomena, effectively defending it with evidence and data.

SOCIAL STUDIES

Introduction to Geography and Culture

- Recognize different types of maps and their uses.
- Name and locate continents, major landforms, bodies of water, resources, and population density.
- Understand the components that make up culture (i.e., economy, customs, language, politics, and religion).
- Examine the factors that can change a culture.
- Explore the relationships between people and their environments.
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level.

The First Settlers

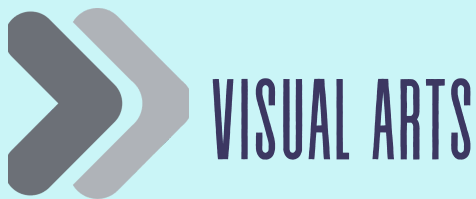
- Differentiate between migratory patterns and eventual settlement.
- Identify the contributions of early settlers.
- Understand how the Native Americans adapted to the land, climate, and resources.
- Identify the positive and negative impacts of trade in developing pre-Columbian societies.
- Make connections between early civilization government structures and today's government.

European Exploration

- Determine the motivating factors for exploration.
- Identify how the impact of exploration changed the Native American way of life.
- Trace the major land and water routes of the explorers.
- Compare the political, social, economic, and religious systems of Europeans, and Native Americans after 1492.

Settlement in the New World and Colonization

- Identify how geography influenced the settlement of new lands.
- Compare and contrast European and Native cultures.
- Identify the concepts of the Mayflower Compact and how it set a standard for permanent settlements.
- Explain the system of mercantilism and its impact.
- Analyze the impact of triangular trade on multiple nations and groups.
- Identify how geographical regions define the characteristics of a society.
- Understand the differences in the colonization of the Americas by England, the Netherlands, France, and Spain.
- Explain how and why early government structures developed, and their impact.
- Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- Compare and contrast how the search for natural resources resulted in conflict and cooperation.
- Relate slavery and indentured servitude to Colonial labor systems.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people.



CREATING

Color and Value

- Use the Color Wheel.
- Experiment with Color Theory.

Line and Texture

- Create a variety of line texture and quality.

Shape, Form and Space

- Apply and connect shape, form, and space concepts into artwork.
- Develop the relationship between space and form to create a variety of 3D works.

Generating and Conceptualizing Ideas

- Combine ideas to generate an innovative idea for art-making.
- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Organizing and Developing Ideas

- Experiment and develop skills in multiple art-making techniques and approaches.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Identify, describe, and visually document places and/or objects of personal significance.

Refining and Completing Projects

- Create artist statements using art vocabulary to describe personal choices in art-making.

PRESENTING

- Define the roles and responsibilities of a curator.

RESPONDING

- Compare one's own interpretation of a work of art with the interpretation of others.
- Identify and analyze cultural associations suggested by visual imagery.
- Interpret art by analyzing a multitude of characteristics of form and structure.
- Recognize differences in criteria used to evaluate works of art.

CONNECTING

- Apply formal and conceptual vocabularies of art and design to view surroundings.
- Identify how art is used to inform or change beliefs, values, or behaviors.



Spanish-Speaking Countries and Geography

- Locate and name all the countries of Latin America.
- Describe the weather, cultural practices, and interesting facts for Spanish-speaking countries/regions.
- Compare and contrast cultural elements in Spanish-speaking countries.
- Associate Spanish-speaking countries with their flags.

Physical Health/Body Parts

- Illustrate characters based on a written and verbal physical description.
- Classify negative vs. positive physical expressions (i.e., sick/healthy).
- Describe a person or character and their physical attributes.
- Effectively use personal expressions and learned body vocabulary.

Calendar/Cultural Celebrations

- Recognize climate/season differences closer to the equator.
- List/categorize holidays celebrated according to their dates and corresponding countries.
- Explain the history of piñatas.
- Recall Hispanic personalities and their contribution to society.
- Greet people according to celebrations.

School

- Name and classify school materials by article.
- Construct sentences using school supplies and subjects.
- Role-play a classroom scenario using commands, expressions, and classroom objects.

Clothing

- Classify the names of clothing items and accessories/jewelry by category.
- List names of items found at a typical or famous market in Central/South America.
- Construct sentences using clothing and prices of items.

House and Home

- Categorize furniture based on rooms of the home.
- Construct sentences using learned vocabulary around homes, rooms, and furniture.

Telling Time

- Recognize and identify the hours and minutes in Spanish.
- Create a daily routine telling the time.

Food

- Locate foods pertaining to certain countries using a map.
- Use expressions to tell personal opinion of foods.
- Construct a menu for a Spanish-speaking country by researching and describing common dishes for each.