



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

# CURRICULUM SCOPE & SEQUENCE

**Grade 5**  
**2022 - 23**

[www.IslandPacificAcademy.org](http://www.IslandPacificAcademy.org)





At Island Pacific Academy we strive to educate the whole child. With the student at the center for all we do, the IPA Mission and Vision Statement serve as the guide for the educational program provided at IPA. As we work to prepare students for success in their future, we take seriously our responsibility to prepare students for careers that have yet to be created, to use technology that has yet to be invented, and to solve problems we don't know are problems yet. Helping students to develop the ideals and skills for our Learner Traits is key to this. Also, key is to help our students make meaning of and to apply their learning, which happens in our Thematic Units, the foundation of the learning experiences within which many skills are integrated. These skills are articulated in the the grade level Learning Goals which cover reading, writing, oral communication, and math. Our rich Specials program is also key to the experience at IPA, helping students to develop important skills, in addition to providing opportunities for students to practice or learn a new passion.

The purpose of this curriculum guide is to both inform teacher instruction and to communicate to parents the Learning Goals we have set for our students. Please refer to this curriculum document when you receive your child's report cards during the school year. The curriculum document is a "living" document. We continuously reflect on our educational program to improve our practice.

In the back of the curriculum guide is "Nā Kau a Kau" and "The IPA Navigator Song." "Nā Kau a Kau," our school's oli, was created by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwinui, and her colleague, Kumu Melani Spencer, especially for Island Pacific Academy. The oli incorporates the traditional roots of the Honouliuli 'ahupua'a of which Kapolei is a part, and reflects the core values of generosity and kindness that are foundational to IPA. The "IPA Navigator Song" was written by Natalie Welch (class of 2019) and her parents. It shares our (students, families, faculty, staff, and friends) journey as Navigators, sailing together in one wa'a. "Nā Kau a Kau" is chanted and "The IPA Navigator Song" is sung at each Elementary 8:00am Monday assembly. "The IPA Navigator Song" and "Hawaii Aloha" is sung at our Friday Aloha Assembly.

We are looking forward to working with you in support of your child and best wishes for a successful 2022-2023 school year.

## **MISSION**

Island Pacific Academy empowers students to discover their potential by providing a well-rounded college and career preparatory education that values each child's individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners.

## **VISION**

Island Pacific Academy inspires and enables our students to be Navigators of Change and "Go Forward with Confidence" (I Mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

## **COMPETENCY STATEMENT**

Island Pacific Academy is in the profession of educating students for careers and professions that have not been created yet, using technology that has not been invented yet, and to solve problems that we don't know are problems yet.

## **CORE VALUES**

1. The Power of Human Kindness: Whenever You Can, Help
2. Generosity of Spirit
3. Power of Yet
4. Commitment to Excellence
5. Ingenuity (Ingenious Mindset)

## **5 AGREEMENTS**

Our 5 Agreements are foundational and supports how each member of our community, students, faculty/staff, and parents; families relate and interact with each other. They help to create and sustain a caring culture and a positive learning environment.

- Aloha: Mutual Respect
- Kuleana: Responsibility to Participate / Right to Pass
- Ho'olohe: Attentive Listening
- Mālama: Take Care of Each Other and This Place
- Pono: Do What is Right / Only Put-Ups

## LEARNER TRAITS

The IPA Learner Traits are a list of characteristics and values that are nurtured and developed in students throughout activities and experiences at Island Pacific Academy. These characteristics and values will help students to be successful members of the IPA community and contributing citizens in our democratic society.

LEARNER	I ask questions to understand. I keep working even when things are hard.
CONFIDENT	I believe in myself. I will learn from my mistakes.
RESPECTFUL	I am kind to all people, places, and things. I am honest.
HELPFUL	Whenever you can, help. I do what is needed.
RESPONSIBLE	I follow our school's 5 agreements. I make good choices.
OPEN-MINDED	I appreciate differences. I am open to new experiences.
COURAGEOUS	I am a risk taker. I stand up for what is right. I tell the truth. I admit when I am wrong or make a mistake.
THINKER	I reflect. I make connections.
CARING	I nurture people, places, and things. I am considerate of other people.
CREATIVE	I use my imagination. I think of new ideas. I express myself.

## ELEMENTARY OVERVIEW

The Elementary program at Island Pacific Academy (IPA) provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes, and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to empower students to construct knowledge rather than merely consume knowledge. Our program is founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings.

At IPA we recognize that literacy is key to constructing new understandings. Our definition of literacy goes beyond reading and writing, and includes computational thinking and coding -- the new literacy. Computing devices are no longer merely information processors, but a powerful tool for creating, refining, and sharing ideas. Given that, we purposefully integrate our Computer Science curriculum into other areas of study where students can experience coding through meaningful, cross-curricular projects. We understand that learners persist and dig deeper when they are having fun and making a difference in their world.

Our curriculum is student-centered and place-based. Skills and concepts are grounded in the context of Hawai'i and a sustainable lifestyle. Students and teachers develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to sustaining our island resources. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take risks, and the desire to take action based on what students have learned.

At IPA, we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent, and self-reliant individuals.

In addition, there is a focus on the social and emotional growth of our students. Students participate in learning experiences to help them to develop skills such as cooperation, collaboration, problem solving, and making helpful decisions and choices. We seek to develop and sustain a safe and caring culture which supports, challenges, and motivates students (and adults) no matter their levels of ability, different ways of learning, or backgrounds.

## THEMATIC UNITS

Thematic Units, grounded in inquiry, are the foundation of the educational programs at Island Pacific Academy. Many skills taught are integrated into the following Thematic Units.

UNIT TITLE	CENTRAL IDEA
The Incredible Fifth Grade Brain	We can improve on any of our abilities through hard work and dedication.
Explorations and Encounters	Conflict and compromise shape the identities of individuals, societies, and countries.
The American Revolution	Past decisions yield both limitations and opportunities for the future.
How We Express Ourselves	Self-expression comes from a desire to share our values, interests, and beliefs.

“When I let go of what I am, I become what I might be.”  
- Lao Tzu

In Grade 5, we explore who we are and our impact on the world. We begin the year with The Incredible Fifth Grade Brain, where we focus on a growth mindset and how we can improve ourselves through hard work and practice. Students discover how a growth mindset can be applied in their everyday lives. They will use their creativity to demonstrate how this can be achieved. In Explorations and Encounters, we take a deep dive into the early explorers of America and examine the conflicts and compromises that shaped individual and societal identities. We reflect on the conflicts and compromises that we struggle with today, and how that can shape who we are. In The American Revolution, students analyze the various decisions leading up to the conflict and how that resulted in both limitations and opportunities that impact us today. Students will showcase their knowledge by highlighting the people and events behind these decisions. At the end of the year, in How We Express Ourselves, students reflect on their time at IPA and how they fit into the vision and mission of the school. Understanding how they live out the principles that guide IPA will support the students as they move forward to middle school.

Throughout the entire year, students are developing their voice and values to be the change they want to see in this world.

## FIFTH GRADE LEARNING GOALS

### READING STANDARDS

#### Skills and Strategies

- Reads with sufficient accuracy and fluency
- Knows and applies grade-level phonics and word decoding to read multisyllabic words in and out of context
- Determines or clarifies the meaning of unknown and multiple-meaning words based on context and Greek/Latin word study
- Uses word analysis skills for decoding and unlocking word meaning
- Uses a dictionary to enhance comprehension

#### Comprehension and Response

- Derives meaning and purpose of poetry
- Understands elements of literature
- Asks and answers questions about grade-appropriate texts
- References text to support inferences about story
- Identifies and analyzes author's text structure
- Distinguishes between fact and opinion and able to justify them
- Compares/contrasts elements of literature in two or more books

#### Literature and Informational Text

- Chooses books for personal enjoyment, instruction, and information
- Identifies the purpose and names the parts of a book
- Reads and identifies a variety of genres
- Draws information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- Locates and selects reference materials appropriate to purpose and audience



## WRITING STANDARDS

### Conventions

- Spells grade-appropriate words correctly, consulting references as needed
- Accurately spells grade level high-frequency words
- Publishes written work in legible print
- Uses correct capitalization consistently
- Uses correct punctuation to support meaning
- Uses common and proper nouns, pronouns, verbs, adjectives, prepositions, and conjunctions in their writing

### Organization, Design, and Presentation

- Consults reference materials to find the pronunciation and determine the precise meaning of words and phrases
- Uses transition words and phrases to convey a sequence of events
- Uses prewriting strategies (brainstorming, webbing, and outlining)
- Produces clear and coherent writing while engaging in the writing process
- Uses feedback from teachers and peers to strengthen writing as needed by editing, revising, rewriting or trying a new approach
- Uses technology to produce and publish writing, as well as, interact and collaborate with others

### Expression

- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Writes informative/explanatory essay to examine a topic and convey ideas and information clearly
- Uses grade level vocabulary from personal experiences, Units of Inquiry topics, and literature
- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence
- Writes expository pieces to examine a topic and convey ideas and information clearly
- Writes descriptively to include many vivid sensory details that paint a picture and appeals to the reader's senses
- Writes persuasive pieces with a well-developed argument and strong evidential support

## ORAL COMMUNICATION STANDARDS

### Listening

- Actively engaged as a listener in discussions, conversations, debates, and group presentations through nonverbal response
- Appreciates that people speak and respond according to diverse perspectives by demonstrating open-minded attitudes when listening to others' point-of-view
- Follows rules of conversation and group discussions by taking turns and focusing attention on the speaker
- Listens and responds appropriately to instructions, questions, and explanations and seeks clarification when needed
- Confirms meaning and understanding by summarizing or responding respectfully
- Synthesizes new information and determines how it fits, expands, or changes one's schema

### Speaking

- Participates as a speaker in discussions, conversations, debates, and group presentations by generating, developing, and modifying ideas and opinions
- Participates in class and group discussions by sharing knowledge, thoughts, ideas, and opinions
- Utilizes collaborative feedback when working in pairs and small groups to develop oral presentations and analyze work
- Responds to elements of text through identifying and paraphrasing key ideas
- Uses inflection, intonation, and appropriate volume and body language to enhance meaning
- Uses speech to inform, entertain, and influence others in discussions and oral presentations
- Uses volume, intonation, pace, and body language to enhance meaning
- Uses higher level questions to gain information, clarify, and persuade
- Uses appropriate grammar and grade-appropriate vocabulary in speech
- Uses a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience, and context

## MATHEMATICS STANDARDS

### Numbers and Operations

- Reads, writes, orders, and compares whole numbers up to millions in standard, expanded, and written form using the base ten place value system
- Uses place value understanding to round decimals to any place
- Demonstrates proficient use of mathematical terms with mathematical operations
- Adds, subtracts, multiplies, and divides decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- Fluently multiplies multi-digit whole numbers using the standard algorithm
- Finds whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
- Reads, writes, represents, compares, and orders fractions and mixed numbers with up to two digit numerators and denominators
- Adds and subtracts fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators
- Multiplies and divides fractions and mixed numbers using algorithms and visual representations
- Reads, writes, and compares decimals to thousandths
- Adds, subtracts, multiplies, and divides decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction



### Measurement

- Converts among different-sized standard measurement units within a given measurement system
- Develops and describes formulas for finding the area and perimeter of rectangles and triangles
- Recognizes solid figures have volume such as rectangular prisms.
- Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms

### Geometry

- Classifies 2D figures into categories based on their properties
- Graphs points on the coordinate plane to solve real-world and mathematical problems

### Patterns and Algebraic Thinking

- Generates two numerical patterns using two given rules
- Identifies apparent relationships between corresponding terms
- Forms ordered pairs consisting of corresponding terms from the two patterns, and graphs the ordered pairs on a coordinate plane
- Solves multi-step word problems by selecting the appropriate mathematical operations or methods (some of which may include remainders)
- Solves for the unknown number in an algebraic equation
- Writes simple expressions that record calculations with numbers, and interprets numerical expressions without evaluating them
- Uses parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols

### Data Handling

- Designs a survey and systematically collects, records, organizes, and displays the data in multiple ways; include line plots with fractional units
- Interprets data for the purpose of answering questions; calculates the mean, median, mode, and range of a data set

## SPECIALS OVERVIEW

The Elementary Division offers a variety of enriched learning that goes hand in hand with what students learn in their classrooms. Each specialist area will make authentic connections with various curriculum areas in each grade level. For some Thematic Units, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

### ART

Using an inquiry approach to foster exploration, experimentation, and choice, students will explore, create, and appreciate art. Through integration with thematic units, science, technology, music, and literature, students make meaningful connections to content and concepts. This allows students to see art and academics as a whole and not separate pieces. The foundation of art lessons are rooted in Discipline-Based Art Education (production, history, criticism, and aesthetics) and layered with other strategies to create a rich and engaging learning environment. Students are encouraged to think big like Matisse, O’Keefe, Picasso, and Van Gogh but stay true to their own brushstroke. Students learn about:

- Art Materials
- Art Forms and Techniques
- Principles and Elements of Art
- Artists
- Art History/Styles/Periods

### CULTURE AND LANGUAGE

Island Pacific Academy’s Culture and Language Program strives to bring in varied exposure of cultures to our students through two languages: ʻŌlelo Hawaiʻi (the Hawaiian language) and Mandarin Chinese. It is our goal to have students develop an internationally minded respect towards various peoples, traditions, and nations or the world.

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and ʻŌlelo classes. As students proceed through the program, they will engage in ʻŌlelo Hawaiʻi and cultural experiences at more depth. In addition, all elementary students participate in weekly Mandarin Chinese classes. Students engage and learn these languages through conversational and written practice. Also included in instruction are cultural experiences.

Other goals:

- Help students understand the target language with minimal

translation

- Provide language-rich lessons that will build vocabulary and basic conversational phrases
- Use authentic songs, games, stories and rhymes
- Include meaningful culture

## **DIGITAL INNOVATION**

Digital Innovation encompasses both computer science and graphic design. Topics that will be covered include:

- Computing systems
- Networks and the internet
- Data and analysis
- Algorithms and programming
- Impacts of computing
- Principles of good graphic design
- Design Thinking process

## **MUSIC**

Elementary Music Education at IPA fosters musical self-expression while working to build a foundation of music theory and skills relevant to our ever-changing lives. Student creativity and vocal expression develop as they explore world culture and integrated class themes that engage students to go forward with confidence. To help students emerge and explore their musical talents, our program covers:

- Ear Training
- Creative Movement
- Basic Note Reading
- Rhythm
- Singing
- Recorder (Grades 3-5)
- Ukulele (Grades 4-5)
- Cultural Music
- Dramatic Role Play
- Performances

## **PHYSICAL EDUCATION**

An emphasis on healthy living, making positive health choices, and personal and social decision-making is our main focus and is supported with activities appropriate to each grade level:

- Fitness Standards and Goals
- Team-building Activities
- Motor Skill Development and Movement Forms
- Understanding of form and function of the body related to exercise and nutrition

- Balance/Hand-eye Coordination
- Introduction to Net, Invitation, and Field sports and games
- Core Fitness & Aerobics

## **SCIENCE, ENVIRONMENT, ENGINEERING, DESIGN (S.E.E.D)**

Kindergarteners will explore the world around them through Science, Environment, Engineering, and Design (SEED) activities this year. They will develop teamwork and problem-solving skills, as well as, begin to safely use the tools of SEED. Although students will have an exciting time exploring the concepts of the class, the overall objective is to help build students with stronger learner traits.

Grades 1-5 will continue their SEED journey by exploring 20 different engineering fields through practical problem solving of issues that are related to their grade level units of inquiry. Students will enrich their knowledge of SEED concepts and skills while developing more detailed, innovative, and workable solutions to issues that affect our world.

Throughout their SEED journey at IPA, students will develop leadership, management, and teamwork skills that will promote them being involved citizens, both within their communities and the world. The courses will allow students to discover the structure and function of the parts of the world around them and how to manipulate those things to make the world a better place. Creating solutions will encompass hands-on construction that will sharpen children's abilities to function in three dimensions, as well as, develop an understanding of materials and tools and how to find creative ways to use them.

## **SUSTAINABILITY**

Through our school garden and sustainable practices, students learn about the world in which they live, exploring science, nutrition, social studies, math, art, language arts, and environmental stewardship. Students gain a living context in which to study principles including interdependence, diversity, cycles, structures and functions, energy and resources, and sustainability. Students' curiosity is nurtured as they are taught a hands-on process of growing healthy foods, and recognition of conservation and sustainable practices. They are encouraged to ask relevant questions; develop processes for critical thinking and searching for answers; and to communicate, work, and live cooperatively. In addition to teaching students basic academic skills, we incorporate learning processes that will help them be informed, knowledgeable, responsible citizens.

## **Nā Kau a Kau**

*Na Pumehana Silva me Melelani Spencer*

Kilo ka maka i uka i kai  
I Honouliuli a puni ē  
He nilu ka 'ikena, Ka mā'ama'ama  
Ua ao ē  
E ho'okele i ke ala 'imi na'auao  
E ho'okele i mua me ka ha'aheo  
Me ke aloha ka hō'ihi.  
Ka lokomaika'i, Ka mahalo ē  
I ola mau  
No nā kau a kau  
A pae aku

## **The IPA Navigator Song**

We are the Navigators and we lead the way  
Steering by the stars at night time  
Watching wind and waves by day  
Our wa'a sails across the ocean  
Flying colors blue and gold  
Na keiki of Hawaii nei and of the USA  
I Mua Me Ka Ha'aheo  
From our graduation day  
We know the world is ours tomorrow  
No matter if we leave or stay  
We will show Aloha spirit  
And we'll remember what we learned  
Whenever we can, Help  
Let's sail away  
'Til we meet again you'll have a friend at IPA

