



Fifth Grade Curriculum 2009-2010

Reading: McGraw Hill/SRA: *Open Court*

In the fifth grade we want our students to apply critical thinking skills as they read, respond to, and use information from text. Students work on specific skills and reading strategies that help increase comprehension as they explore a variety of genres including fiction, non-fiction, poetry, drama, science fiction, with a special emphasis on historical fiction. Students complete very focused question and answer assignments where they are required to use the “question stem”. They also receive instruction on how to construct essay paragraph answers to questions. Interactive literature circle groups are also an important aspect of the curriculum. Literature circles engage the students in conversation and dialogue about the book they are reading together. Fifth graders continue to engage in extensive independent reading as the primary means of increasing vocabulary and grammar knowledge. Written book reports are required as well as a tracking of at least 25 books within identified genres. They begin each literature class with a short silent reading period.

Students complete different response activities that address various comprehension skills and elements of literature. Author’s purpose, point of view, main idea and details, sequencing, compare/contrast, drawing conclusions, figurative language, setting, character, plot, theme, are just a few of the concepts covered. Good reading skills develop alongside comprehension and writing skills. Therefore, writing is also an integral component of the reading program and connections to writing skills are an important part of the year’s curriculum.

Students keep reading journals which document their learning in a variety of ways. These journals are used for taking notes on specific lessons, recording observations and/or responses to text, completing graphic organizers, generating thoughts and ideas. Writing, spelling, grammar, and reading skills go hand in hand. Concepts are introduced and reinforced in an integrated way.

The philosophy of the reading program in fifth grade is that reading is a life skill, essential to functioning as a student and more importantly as a citizen. Many reading material sources outside the anthology are utilized to engage the ability or interest level of a variety of learners.

Spelling and Vocabulary: Education Publishing Service: *Wordly Wise*
Educators Publishing Service: *Vocabulary From Classical Roots*

Spelling and Vocabulary in fifth grade attempt to significantly enlarge the vocabulary of the students. Challenging words are not only chosen from literature selections, but also draw from science, social studies, and religion content for word lists. A weekly packet of spelling and vocabulary homework is due each Friday. The cycle begins with a pre-test to identify unfamiliar words. Students use a reference source to copy the part of speech and definition. Students write each word in a sentence for context and practice their cursive by writing the words four times very neatly. The cycle ends with a post-test to assess improvement.

Spelling lessons are also integrated into reading and language arts/writing instruction and focus on: words ending in “y”, silent letters, short vowels, long vowels, prefixes, suffixes, double letters, the “ô” sound, sounds of “f” consonant digraphs, plurals, possessives, and abbreviations. Students also learn about synonyms, antonyms, transition words, homophones, contractions, words with multiple meanings, compound words, idioms, prepositions, similes, metaphors and literary terms.

Religion: Harcourt: *Call To Faith*

The primary goal of religion in fifth grade is to facilitate spiritual growth in the student. This is accomplished through the adopted curriculum and a variety of other holistic catechetical approaches. Fifth graders focus on these components of the Catechism of the Catholic Church:

The Sacraments: We participate in God's own life through the Sacraments.

Trinity: God as Father and creator; Jesus is God; Jesus calls upon the Holy Spirit.

Ecumenism: Jesus welcomes all people into the Kingdom of God.

Service: The Church serves people just as Jesus served others.

Students have many opportunities to draw connections between their faith life and our units of study. Students have opportunities to explore their individual feelings, attitudes, and choices within the context of a Christian classroom environment. Classes offer an opportunity to discuss morals, values and social relationships.

Prayer: Students participate in prayer throughout the day, both formal (meal prayer) and spontaneous (prayer during a walk). Students participate in a special way in the all school masses, and lead morning prayer for the school on occasion throughout the year.

Social Justice: The *Call to Discipleship Through Justice: Service & Advocacy* curriculum provides effective models, strategies and resources for integrating Catholic social teaching into religion, providing examples of how to put faith in action by engaging in the work of justice, service and advocacy in age appropriate ways. All lessons go beyond simply exposing youth to societal issues. The process works toward empowering students to change the situations that harm and oppress.

Language Arts/Writing: Houghton Mifflin: *English Workbook Plus*

Writing in fifth grade translates experience into text in many forms. Students continue to use the vocabulary of the Six Traits to evaluate their work as they follow the writing process. Major and minor writing projects include but are not limited to these genres; expository (reports or how to's), descriptive narrative (short stories or vignettes), persuasive (essays and letters), creative (stories and poetry). Students frequently use a writing journal to brainstorm ideas, record reactions and beliefs, reflect on events, express their opinions, or take notes. Students receive mini-lessons on grammatical concepts and practice editing for errors in class. Writing skills, spelling skills and reading skills go hand in hand and are developed most effectively when integrated across these subject areas.

The writing process will be taught. Prewriting, First Draft and Final Draft will be submitted for credit towards the final grade on a deadline schedule. The writing process is:

Prewriting: Students use prewriting activities (journaling, lists, graphic organizers) to discover topics they know and care about. Students are encouraged to find great ideas and consider what the audience will find interesting.

Drafting: When writing a first draft, the focus is getting ideas down on paper and attempting to approximate the proper structure/organization for the genre. This stage of the writing may be handwritten with arrows and cross outs or writing in margins.

First Draft: This is the first typed version of the project from beginning to end.

Revising/Editing: Students will be encouraged to share their work for clarification and questions with their peers and consider suggestions for revision. During this step students will also check for correct use of conventions. Students receive feedback from teacher for improvement. As many drafts as there are time for, could be reprocessed for errors and potential revisions.

Final Draft/Publishing: This is the last draft possible by the deadline. This draft must be typed and should have no marks for revision. Revision suggestions from the teacher should be represented in this draft for full credit. Final grades are based on process **and** product evident in the drafts.

Emphasis on the 6+1 traits of writing: Writing in fourth grade will focus on using the six traits.

1. *Ideas and content:* "Is this idea a winner? Will this idea work well with the format?"
2. *Word choice:* "I picked great words that were either just right or really creative."
3. *Voice:* "My paper has lots of personality. It sounds different from the way anyone else writes."
4. *Organization:* "Do I have all of the elements I'm supposed too. Are they in the right order?"
5. *Sentence Fluency:* "The sentences in my paper are very clear and they flow nicely."
6. *Conventions:* "Spelling, punctuation and grammar are all fixed!"
- +1. *Presentation:* "This is as close to perfect as I can get! I am ready to read it to the class."

Handwriting: Students continue to practice cursive. Legibility is key and neatness is generally required for full credit on most assignments.

Mathematics: McGraw Hill/SRA: *Everyday Mathematics*;
Creative Publications: *Problem Solvers 5*

The processes of math in fifth grade focus on good thinking. Students learn how to reason, problem solve, and communicate their thinking through writing, oral discussion and visual representations.

Partner and small group activities encourage students to share their thinking and ideas with their peers in a structured environment. There is a focus on incorporating mathematics into the students' everyday work and play, shaping their way of thinking about mathematics and fostering the development of mathematical intuition and understanding.

Problem solving is an integral part of each unit of study. Students use strategies, skills and concepts in finding solutions. They make decisions about how to approach a problem and communicate their thinking using words, numbers, and pictures.

The program emphasizes the following concept/skill areas:

Numeration: Students read, write, and compare negative numbers, fractions, whole numbers through the billions and decimals through thousandths. They read, write, and interpret whole-number powers of 10, translating between exponential and standard notation. Students understand and identify prime numbers, composite numbers, and square numbers.

Operations and Computation: Students use paper and pencil algorithms to add, subtract, multiply, and divide multi-digit whole numbers and decimals. Students use mental arithmetic to compute exact answers and to estimate and round from billions to hundredths. They translate among fractions, decimals and percents, find prime factors, convert between fractions and mixed numbers, add and subtract fractions and mixed numbers with unlike denominators, find least common multiples and greatest common factors and multiply and divide fractions.

Data and Chance: Students compare probabilities for different outcomes, compare theoretical and experimental probabilities, express probabilities as fractions, decimals and percents, draw justifiable conclusions from data, and display data in more than one way. Students formulate a question, carry out a survey or experiment, record data and communicate results. They draw and interpret circle graphs and stem-and-leaf plots, and understand measures of central tendency (mean, median, mode).

Geometry: Students construct a circle with a given radius or diameter, define and create tessellations, measure and draw angles including reflex and straight angles, and identify and define right, isosceles, and equilateral triangles. They plot points in four quadrants, use translations, reflections and rotations, solve perimeter, area and volume problems and understand the relationship between the volumes of cones/pyramids and cylinders/prisms. Students find the surface area of a cube and the area of a circle and identify the angle or relationships in triangles and in quadrilaterals.

Measurement and Reference Frames: Students measure and estimate length, area, volume, weight and capacity. Students convert and compute with common units of measure, and create scale drawings.

Patterns, Functions and Algebra: Students evaluate simple algebraic expressions, find rules for patterns, find the n th term in a sequence and solve simple open number sentences and simple rate problems. They work with equations by doing the same thing to both sides, understand simple direct proportion, use variables and equations to represent situations, graph ordered pairs, and translate among verbal, numerical, and graphical representations.

Problem Solving: Students learn step-by-step strategies to help them become confident in tackling more complex problems. Strategies include: use a picture or diagram, use a table, make an organized list, guess and check, use or look for a pattern, work backwards, act it out/use objects, logical reasoning, make it simpler, and brainstorm.

Physical Education

The curriculum in PE includes: fitness activities, games and skills, rhythms and dance, and gymnastics. It is designed with a strong emphasis on the fitness component, to give the student as wide a skill, games, and dance experience as possible and to develop a sense of fair play, cooperation, and the ability to work in groups. The intent of the curriculum is to foster in students a love of physical activity and instill a desire for physical fitness in each child.

Library & Technology

Fifth graders visit the library regularly to check out books of their choice. Students also use the library to learn about reference resources and the research process. Library computers provide access to the Internet for on-line research. Students will visit the computer lab to continue to develop and maintain keyboarding skills. Students frequently word process their assignments. Students also visit computer lab for instruction in software applications which are pertinent to other curriculum areas.

Social Studies: Harcourt: *Horizons*

The fifth grade focus in social studies is US history. Throughout the year, students explore topics of citizenship, history, geography, economics and culture. Initially, students review US land regions as well as patterns of land use and settlement.

Time of Exploration, the English Colonies; the American Revolution and Constitution: Students conduct a webquest and research information on an explorer for a dramatic presentation. At Thanksgiving, we study the English colonies and look at regional differences in Colonial life. As part of this unit, students study persuasive debate oratory.

Westward Expansion & the Civil War: In preparation for discussions about slavery, students research the factors effecting the rise of slavery as an institution. Students find that the seeds of the slavery were sown during the Colonial years. Catholic Social Justice teachings and strong civic values enter the curriculum very early. The Civil War unit is constructed as a storyline in which the students simulate a town in a border state between North and South. They form their own characters, family groups, homes, and jobs. They build the town, roads, businesses, and railway lines. Events occur and outside characters are introduced which produce a reaction in the imagined community. The students experience the Civil War from the inside out. This unit is often one of the most memorable social studies experiences for students.

Modern US History: The Great Depression and WWII are favorite topics in this unit. The year wraps up with the United States today and it's context in world politics.

Throughout, students develop the skills needed to read a textbook for information, answer comprehension questions, take notes in a variety of ways, and study for tests. Students keep a journal for notes, reviews, and other in-class work. Individual critical thinking skills along with cooperative learning, group presentations and public speaking are integrated into each unit.

Specialists

Fifth graders meet with specialists in the following areas:

- Art:** 45 minutes — once a week
- Band:** 45 minutes — twice a week
- PE:** 30 minutes — twice a week

Band

This course will introduce the range of instruments to students and assist them in choosing an instrument with which to begin.

- Students will be instructed on the care and maintenance of their instrument as well as all accessories necessary for each rehearsal.
- Students will learn the fundamentals of music notation, terminology and rehearsal expectations. Emphasis will be on individual development by emphasizing the importance of a regular practice schedule.
- Students will also study basis music theory applied largely through performance.
- Students will be graded on the basis of their preparation for each rehearsal and their attention and behavior during rehearsal times.

Science: Harcourt: *Science*

Students begin to use the scientific method, learning and applying the skills and processes of science and technology. They will identify a question to investigate, formulate a hypothesis, and plan, design and conduct a scientific investigation. Students keep a journal where they learn to take notes, collect, organize and display data, formulate a conclusion, and explain their conclusion. In addition, students study the life and work of several scientists from a variety of scientific fields. Subjects include:

Life Science: Students study the processes of living things, from single cells to body systems with a special emphasis on the human body. They study types of plants, their adaptations, and plant processes of growth and reproduction.

Earth Science: In the first part of the year, along with a review in Social Studies of the USA's geography, the students study geologic processes which change the Earth. Later, students explore the solar system, comparing the earth, moon and sun, and learn how people have explored the solar system. Students study the sun and other stars, features of the sun and how stars are classified, along with types of galaxies. A look at the Earth's Oceans as an Ecosystem is included as well.

Physical Science: A hands-on Foss Science unit called Levers and Pulleys is utilized to enrich conversations about force and motion. Students build and conduct investigations with simple machines, observing and recording data. Throughout the year students think about simple machines and how they have helped humans to accomplish things historically and today. A year end field trip to the power station at Snoqualmie Falls brings closure to many concepts involving how people use energy. Students study the building blocks of matter: matter and its properties, how physical properties can be used to identify matter, how matter changes from one state to another and how matter reacts chemically. Students learn about atoms, elements and compounds.

Art

The Art curriculum in fifth grade will focus on a different art element each month (based on the art objectives developed by the State of Washington). Students study one or two artists monthly, examining how they use the art element in focus. Students use collage, drawing, paper maché, mosaic, sculpture, painting and additional projects to encourage creativity and skill building.

Elements of Art examined include:

Line: Identify and demonstrate how lines create movement and the illusion of space, and identify and use contour lines.

Shape/Form/Pattern: Know and describe the difference between shape and form and use shape to create movement. Students identify patterns.

Color: Use primary colors to produce the full color range. Students identify and use complementary colors and monochromatic color schemes.

Space: Use shading in drawings.

Texture: Distinguish between natural and artificial texture.