

# All Saints Catholic School

## Grade 5 Curriculum

### Religion:

Silver Burdett Ginn Religion, *Blest Our We*. (2004)

Harcourt Religion Publishers, *Growing in Love*. (2001)

Fifth grade children continue to grow in their awareness of God. They are beginning to understand how the Bible relates to their own lives. As they become more aware of the greater community, their interest and moral sense of contributing to the world around them grows. These children are eager to imitate Jesus and the saints through their own efforts and actions.

In fifth grade the students will learn the meaning of a sacrament and will cover, in depth, each of the seven sacraments of our Church. Catholic social teaching is an integral part of *Blest Are We*. The basic concepts of social justice along with examples from our long social tradition are woven into every unit. The Basics of Faith curriculum supplements this series by emphasizing the understanding and exploration of Catholic Doctrine. Students are encouraged to express their faith through daily prayer, following the Code of Conduct, and participating in the weekly Mass. The importance of service is also emphasized, and students serve the school and community in many ways (assisting with the kindergarten students at Mass; participating in the readings, songs, and petitions at their own class Mass; recycling collection; other collections - Loaves and Fishes, Caring and Sharing Hands, Rice Bowl; etc). A Reconciliation Service and Lenten Retreat will be celebrated during Lent.

Each of the four chapters within the five units reflects one of the four pillars in the *Catechism of the Catholic Church*: “What Catholics Believe”, “How Catholics Worship”, “How Catholics Live”, and “How Catholics Pray.” After students are introduced to the theme, the class will spend time reading Scripture stories, passages from the liturgy, saints’ biographies, or inspirational stories to reinforce the meaning and doctrine for the chapter. Next, time is spent reading stories that tell how one might react in response to the content of the chapter and activities that relate to the theme. Lastly, every chapter contains a prayer celebration with a variety of prayers that often include Scripture.

Family Life is covered within the religion curriculum. Families will receive the student’s book prior to beginning the unit in order to preview the material with their child.

### Language Arts:

Scott Foresman, *Reading Street*. (2007)

#### Reading

- The curriculum is broken into six themes which include: Meeting Challenges, Doing the Right Thing, Inventors and Artists, Adapting, Adventurers, and The Unexpected.
- Students read and understand grade level appropriate material. This includes selections in the anthology as well as supplemental readers that are leveled to the student’s reading ability.
- Comprehension strategies and skills are modeled and practiced throughout each theme. Strategies include:

- Vocabulary strategies
- Prior knowledge
- Character and plot
- Cause and effect
- Theme and setting
- Sequence
- Visualize
- Summarize
- Generalize
- Draw Conclusions
- Main Idea
- Predict
- Use graphic organizers
- Fact and opinion
- Author's purpose
- Compare and contrast

## Grammar/Writing

Students will be practicing on a daily basis, Daily Oral Language skills, editing sentences and practicing grammar and spelling skills taught in language arts for the week. Each week students focus on grammar skills that can be directly applied in their writing. These include: four kinds of sentences; simple, compound, complex, and compound-complex sentences; subjects/predicates; fragments and run-ons; parts of speech (nouns, verbs, pronouns, adverbs, prepositions, and interjections); and word usage (subject/verb agreement, misused words, negatives, etc). Writing is included each week which practices these skills.

In addition, as a part of each theme in reading, students write clear focused essays. These essays contain introductions, supporting details, and conclusions. Students will practice the writing process from pre-writing to final publication. The six traits of writing are emphasized throughout which include focus/idea, organization/paragraphs, voice, word choice, sentences, and conventions.

## Spelling

The spelling curriculum comes from our reading series, *Reading Street*. Weekly word lists contain both pattern/rule spelling words and vocabulary from the selections in the reading anthology. At the beginning of each week, students will be given a pretest. Students practice learning the words and patterns during the week and are retested on Fridays. To practice these spelling words within the context of writing, students are given an oral dictation test which includes past spelling words.

## Mathematics:

Houghton Mifflin Harcourt, *Math Expressions*. (2009)

- Multiplication and Division Word Problems
- Perimeter and Area
- Addition and Subtraction of Whole Numbers and Decimals
- Circles, Polygons, and Angles
- Addition and Subtraction with Fractions
- Volume, Capacity, and Weight
- Multiplication and Division with Whole Numbers and Decimals
- Algebra, Functions, and Graphs
- Multiplication and Division with Fractions
- Patterns and Transformations
- Ration, Proportion, and Percent
- Three-Dimensional Figures

Math Expressions is organized around five classroom structures which guide students to develop deep conceptual mathematical understanding: Quick practice, Math talk, Building concepts, Helping community, and Student leaders. Math lessons include intervention, on level, and challenge differentiation to support classroom needs.

## Social Studies:

Macmillan/McGraw-Hill, *Our Nation*. (2003)

- How the Indians of North America interacted with their environment and natural resources
- Why the Europeans chose to settle in a particular region of North America and what their lives were like after they settled
- What differences and conflicts between Britain and the colonies led to the Revolution
- Who the important individuals and groups were during the Revolutionary War and how they brought change to the colonies
- Which territories were explored or settled during the westward expansion
- How the United States changed through the Industrial Revolution
- What conflict between the North and South led to the Civil War
- How the strengths and weaknesses impacted the outcome of the Civil War and the reconstruction of the south
- How the growth of industrialization and immigration made an impact during the 19<sup>th</sup> century
- How the changes in farming, ranching and mining on the Great Plains impacted lives in late 1800's and early 1900's

## Science:

McGraw-Hill, *Science*. (2002)

- Life Science (The Interaction of Living Things)
  - Ecosystems- Ecosystems have living and nonliving parts. Food chains and food webs describe the feeding relationships in an ecosystem. Earth's systems recycle materials such as water, carbon, and nitrogen.
  - Populations and Ecosystems - Living and nonliving things interact in an ecosystem. Survival is dependent on the adaptations and relationships organisms have. The world has a number of ecosystems and biomes that are the habitats of a great variety of organisms. Ecosystems go through both slow and sudden changes.
- Earth Science (Earth and Its Resources)
  - Rocks and Minerals- The solar system consists of nine planets, many moons, and many other bodies orbiting the sun. Forces on and under Earth shape its surface. Earth's crust contains many types of minerals with important uses. Rocks can be classified according to their composition and properties.
  - Air, Water, and Energy- Earth's atmosphere supports life on Earth. Fresh water is constantly renewed by the water cycle. 97% of Earth's water comes from oceans. Some energy resources are inexhaustible, while others will run out eventually.

McGraw-Hill, *Health*. (1999)

- Teambuilders - The class will participate in multiple activities that will build up our community. Students will learn about key concepts that are important to a strong team. They will apply those skills in class, and learn how to apply them in everyday life.
- Alcohol and Tobacco - Students will learn three main concepts in this drug and alcohol prevention unit through a variety of activities:
  - Negative side affects of drinking alcohol, smoking, and doing drugs
  - Different forms of peer pressure
  - Refusal skills
- Disease Prevention and Control- Students will learn about diseases including communicable and non-communicable diseases, the immune system, HIV and AIDS, and ways to stay healthy.

# Behavior Expectations

## Code of Conduct:

1. **Students will be respectful.**
2. **Students will be responsible.**
3. **Students will be prepared.**
4. **Students will be safe.**

## CONSEQUENCES:

1. **1st Offense:** The students will sign the book and report it on their Weekly Report to be signed by parent.
2. **2nd Offense:** All of the above and the student will be out of raffle at the end of the week.
3. **3rd Offense:** All of the above and the student will be out of the Extra Recess time that week.
4. **4th Offense:** All of the above and detention served on the following week, when the offense is for breaking the same code of conduct. At this point there is a line drawn and your child will start with a clean page.
5. **2nd Detention:** This occurs if the student signs four more times for the same code of conduct in a quarter. All of the above will occur as well as a conference with parents and teacher. (Student, Parent and Teacher make a plan.)
6. **3rd Detention:** 1/2 Day in School Suspension.
7. **4th Detention:** One full day - In School Suspension.

\*\*The student will be given a Detention Sheet on Thursday, if your child has signed the book four times for the same code in a quarter. This sheet needs to be signed and returned by Friday and detention will be served the following week. A copy of the book page will also be sent home with the Detention Sheet. During detention time, the student will first make up any incomplete work, secondly do any homework in process, and thirdly read independently.

\*\*In the case of any serious behavior concerns, parents will be called immediately.

## Grading Policy

<b>A+</b>	<b>100% + E.C.</b>
<b>A</b>	<b>95 – 100%</b>
<b>A-</b>	<b>92 – 94%</b>
<b>B+</b>	<b>88 - 91%</b>
<b>B</b>	<b>84 - 87%</b>
<b>B-</b>	<b>82 - 83%</b>
<b>C+</b>	<b>77- 81%</b>
<b>C</b>	<b>75 -76%</b>
<b>C-</b>	<b>72 - 74%</b>
<b>D</b>	<b>64 -71%</b>
<b>NP</b>	<b>&lt; 64%</b>