



2015 - 2016
CURRICULUM GUIDE
FIFTH GRADE

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AUGUST 2015

Subject: Religion

Goals: The students will:

1. identify the basic beliefs of the Catholic faith.
2. participate in activities that aide the poor and less fortunate.
3. read, analyze and dramatize particular parts of the Old and New Testaments.
4. demonstrate knowledge of the sacraments.
5. participate in liturgical celebrations.
6. memorize prayers.

Essential Content Topics and Concepts:

1. God's Revelation
2. Old Testament/New Testament
3. Trinity
4. Paschal Mystery
5. Incarnation
6. Holy Spirit
7. Liturgical Year
8. Sacraments
9. Sin
10. Ten Commandments
11. Respect for Life
12. Prayer
13. Service
14. Family Life

Resources: Sadlier, *WE BELIEVE*, co. 2011, Benziger, *Family Life* co. 2001, Bibles, posters, art, personal stories, transparencies.

Activities: group discussion, illustration, games, rosary, prayers, Stations of the Cross, Seder Meal, May Crowning & Living Rosary, Liturgies, write letters & reach out to the community.

Assessments: illustrations, quizzes, tests, projects, presentations,
ACRE test

Home Activities: use www.webelieveweb.com, attend Mass and other
liturgical celebrations

May 2011

Subject: Art

Goals: The students will be able to:

1. interpret art using appropriate terminology.
2. apply various media and tools to create art.
3. explain and analyze the visual arts in their historical and cultural contexts.
4. relate the visual arts to other subject areas of the curriculum.
5. use higher level thinking skills to create and critiques art.
6. recognize the relationship of art in the real world.

Essential Content topics and Concepts: Knowledge/Skills/Values

1. color – Identify and use primary, secondary, tertiary, neutral, warm, cool, complementary, and analogous colors/explain how to create value with color/apply mixing techniques to create colors. Recognize and explain the color wheel.
2. line – Identify and use various types of line/know when and how to use line types.
3. perspective – Introduce one and two point perspective.
4. media techniques – Experiment and manipulate various media like tempera paint, water resist, pastels, printmaking, paper, collage, watercolors, and clay.
5. art history – Identify and repeat styles of art and artists related to the current project and “Artist of the Month”.
6. 3-D art – Manipulate media into 3-D space – clay or dough sculpture, etc.
7. figure – Demonstrate knowledge and ability of including all features when drawing the human face; eyelashes, eyebrows, pupils, etc. Showing observation skills in drawing portraits.
8. principles of design – Define emphasis, balance, contrast, and rhythm and recognize them in works of art.

Resources: “Getting to Know the World’s Greatest Artists” “Arts and Activities” magazine, teacher ideas, internet, Archdiocesan art curriculum.

Activities: participation in art fair K-8, projects, group murals, sketchbook

Assessments: teacher grading of work, effort, skill, and time to complete unit tests, preparation for class, attention to directions.

Home Activities: Encourage using the computer to design or practice drawing the things they see around them. Keep a sketchbook.

May 2008

Subject: Computer

Goals: The students will demonstrate:

1. knowledge and use of technological materials/equipment.
2. knowledge and use of software to create, manipulate and analyze data.
3. access information locally and globally in an organized manner.
4. use technology to achieve cross-curriculum objectives.
5. apply technology to communicate.
6. demonstrate ethical practices with technology, data, and information.

Essential Content Topics and Concepts: Knowledge/Skills/Values

1. use a drawing program to supplement documents created in other applications
2. use of a presentation program
3. manipulate data in a spreadsheet; formulas, charts
4. conduction of internet searches
5. evaluation of internet sites
6. keyboarding
7. computer etiquette

Resources: Kid Pix program, MS Word application, MS Excel application, MS PowerPoint application, Type to Learn 3 program, *Tech Tools for Word, Excel and PowerPoint* (Teacher Created Materials)

Activities: type assignments, manipulate graphics, type data and formulas in spreadsheets then create charts from the spreadsheet, create a basic slideshow presentation with sound, buttons, hyperlinks, animations, and transitions, graphically organize information, conduct internet searches for information and images, evaluate internet sites, keyboarding

Assessments: assignments, teacher observation, teacher-created tests, teacher-created game reviews

Home Activities: Have your child use a spreadsheet to create a budget for their allowance. Have students practice keyboarding at home for 15 minutes, 5 days per week, during summer break.

Subject: English/Grammar

Goals: The students will:

1. identify and create different types of sentences.
2. recognize and identify parts of speech.
3. construct and deliver a well-organized presentation to relate ideas, experiences, and information.
4. identify, create, and punctuate variety of sentences.
5. apply strategies for prewriting, drafting and editing.

Essential Content Topics and Concepts:

Parts of Speech: Nouns: common, proper, singular, plural, possessive, abbreviations, pronouns

Verbs: action, main, phrases, irregular, helping, linking, tenses, contractions, regular, principal parts

Adjectives: common, articles, usage, proper, comparison

Adverbs: identification, comparison, usage

Prepositions: identification, prepositional phrases

Conjunctions: in compound subjects, predicates, sentences

Pronouns: subject, object, possessive

Interjections:

Written Language: Sentence Structure: types of sentence, punctuation, complex sentences, simple and compound predicate, sentences

Types of Writing: personal narrative, expository, persuasive, compare/contrast

Writing Process: prewriting, drafting, revising, proofreading, publishing

Organizing Information/Test Taking Skills: main idea, teacher-led note taking, summarizing, context clues

Resources: *Reading Street*, Scott Foresman, c. 2013, workbook, worksheets

Activities: boardwork, discussion, creative writing, transparencies,

Assessments: tests, quizzes, written work, reports,

Home Activities: encourage proper grammar, keep journals, write letters,
go to the library, study for tests

June 2013

Subject: Mathematics

Goals: The students will:

1. apply appropriate operations necessary to solve a mathematical problem.
2. connect numbers to geometric spaces and figures.
3. estimate and make accurate measurements.
4. gather, represent, interpret, and analyze data.

Essential Content Topics and Concepts:

1. whole numbers (place value, add, subtract, multiply up to three digits, divide with two digit divisors using any whole number)
2. decimals (place value, add, subtract, multiply, divide) to the thousandths
3. graphing (circle, bar, and line)
4. fraction concepts (modeling and understanding operations)
5. area, perimeter, volume
6. mean, median, mode
7. estimation

Resources: *Harcourt Math* Harcourt Brace, 2004, base ten blocks, dice, dry erase boards, money, unifix cubes, charts

Activities: board work, games, banking, flashcards, Math Facts in a Flash

Assessments: teacher-made tests and quizzes, textbook tests, board work

Home Activities: computer games, banking, allowance, construction, flashcards, Math Attack, Math Facts in a Flash

Subject: Music

Goals: The students will:

1. demonstrate the ability to sing alone and with others a varied repertoire of music.
2. perform on instruments, alone or with others, a varied repertoire of music.
3. improvise melodies, variations, and accompaniments.
4. be able to read and notate music.
5. analyze, describe, and evaluate music and music performances.
6. compose and arrange music within specific guidelines.
7. respond to music aesthetically, intellectually, and emotionally.
8. participate in the performance of liturgical music.

Essential Content Topics and Concepts: Knowledge /Skills/Values

1. melodic Movement: singing with accuracy, breath control, head voice, chest voice; compose original melodies, movement
2. rhythm: meter in 2, 3, 4 and 6; compose, play, and improvise rhythmic accompaniments and rounds; duration of the beat; note values
3. harmony: sing rounds, canons, descants, countermelodies, melodic ostinati, and two and three part singing; duets; choral singing; play accompaniments and countermelodies using the various forms on melodic instruments
4. media (tone color): recorder; in depth study of the orchestra; folk instruments; classroom percussion instruments, vocal tone colors
5. expression: diction; mood or style of songs; tempo changes; dynamics; multicultural music; perform expressively while singing and/or playing instruments; tempo; dynamics; choral speaking
6. form: introduction; coda; interlude, D.S. and D.C. al fine ;phrases
7. composers: Biographical information, listening activities
8. recorder: fingering of notes E2; Keys of C, F, and G; repertoire using sixteenth notes and triplets; duets
9. liturgical music: cantors, acclamations, hymns, descants, harmony, accompaniments on mallet instruments

Resources: *Share the Music*, MacMillan/ McGraw-Hill, c 2003;
Music K-8 Magazine

Activities: videos, listening lessons, CD's, tapes, singing, movement, playing pitched and un-pitched instruments, games, flash cards, worksheets, Archdiocesan Song Festival

Assessments: written and oral tests, assignments/ folder grade/worksheets, observation of skill development, participation, progress, and effort

Home Activities: model good singing habits by singing at Sunday liturgies, watch musical presentations on PBS or other television channels as A&E, Bravo, etc., attend performances at the Muny, Fox Theater, Powell Symphony Hall; attend a performance by a local high school choir, band, or orchestra or by a community choral society, orchestra, or municipal band

May 2011

Subject: Physical Education

Goals: The students will:

1. show an appreciation of physical activity as an important aspect of daily living.
2. engage in safe and health-related activities which promote a physically active, positive self- concept.
3. participate in and become proficient with perceptual motor skills.
4. display proficiency with the basic movement/motor skills and combinations thereof.
5. demonstrate competency in gymnastic and rhythmic activities as a means of self-expression.
6. participate in activities to promote an optimal level in the areas of health and physical fitness.
7. display manipulative skills using different objects and equipment.
8. demonstrate increased competency with specific sports-related skills necessary to participate in various games and activities (both team and individual).
9. demonstrate responsible personal and social behavior safety practices, cooperation, fair play, good sportsmanship, teamwork, and leadership.
10. display knowledge of health principles (body systems, physical and mental health practices, disease control, risk factors, emergency procedures, consumer health).

Essential Content Topics and Concepts: Knowledge/ Skills/ Values

1. basic movement: Reinforce skills and combinations thereof and use while participating in other games/activities
2. rhythms and dance: Develop creative expression and dance abilities including folk dances
3. manipulative skills: Introduce and develop the use of additional objects (rackets, paddles, sticks, etc.) needed to play games
4. fitness: Develop physical, mental, personal, and health-related fitness
5. games and group activities: Reinforce teamwork concepts and good sportsmanship and group cooperation

6. sport skills: Introduce and develop sport-specific skills to play soccer, basketball, hockey, softball, volleyball, football, team handball, ultimate frisbee
7. health-related issues: Develop knowledge of body systems, disease control, peer pressure, effects of the media, and consumer health.

Resources: no textbook – Various physical education/activity reference books, especially *No Standing Around In My Gym*, J.D. Hughes, Human Kinetics, 2003, Great Activities Newspaper, Human Body, Sue Carothus & Elizabeth Henke, Carson-Dellosa Publishing Co. Inc., 2003 and internet sites are used

Activities: individual exercise practice, small group relays, organized small group games, organized large group/whole class games, lead-up type games that promote specific sport skills and concepts

Assessments: teacher observation, President's Challenge

Home Activities: family exercise time to encourage activity and movement, participation in extracurricular sports teams

Subject: Reading/Spelling

Goals: The students will:

1. apply rules for correct spelling.
2. read, listen to, and discuss culturally and historically diverse literature.
3. identify various genres.
4. identify and use story elements to gain a greater understanding of fiction.

Essential Content Topics and Concepts:

Comprehension: main idea, summarize, fact/opinion, problem/solution, generalizations, cause/effect, sequence of events, draw conclusions, compare/contrast, make inferences, author's point of view, author's purpose, steps in a process, story elements, judgments/decisions

Vocabulary: synonyms/antonyms, context clues, compound words, inflectional endings, multiple meaning, figurative language, suffixes, root words, prefixes, homophones, homographs

Phonics and Spelling Skills: short and long vowels, syllable patterns, consonant clusters, plurals, 'ed' and 'ing' endings, letters, 'r' controlled vowels, compound words, unstressed syllables, silent letters, contractions, prefixes, suffixes

Study Skills: parts of a book, glossary, index, table of contents, bibliography, dictionary, internet, telephone directory, encyclopedia, interview graph, interpretation timeline, scale drawing, outline, observation chart, weather map, read a map, follow directions, read signs, read a news article, help wanted ad, editorial, reference sources

Listening and Speaking: oral reading skills, choral skills, oral discussions

Resources: *Reading Street*, Scott Foresman, copyright 2003, spelling practice book, reading textbook, workbook, and leveled books *Tom Sawyer* by Mark Twain

Activities: spelling games, board work, partner practice, skills packets, transparencies, reports, presentations, group discussions, daily DEAR (Drop Everything And Read) time, Hannibal field trip

Assessments: weekly spelling tests, quizzes, daily work, textbook tests, discussion, teacher-made tests

Home Activities: quiz for spelling tests, trips to the library, read together, help with reports and projects

June 2013

Subject: Science

Goals: The students will:

1. demonstrate a knowledge of life science.
2. recognize that matter can be grouped.
3. demonstrate an understanding of energy.
4. recognize the effects of climate on the Earth.
5. explain a basic understanding of the Earth's composition.
6. recognize basic systems of the human body

Essential Content Topics and Concepts:

1. living things and non-living things: characteristics and classification
2. adaptations (structural and behavioral)
3. matter (elements, compounds, mixtures, solutions)
4. motion (inertia, friction)
5. energy (potential, kinetic)
6. Earth's layers
7. climate (force, wind, weathering)
8. human body

Resources: *Science*, Scott Foresman, (2003), internet websites, posters, worksheets, artifacts, videos, transparencies

Activities: projects, reports, experiments, dioramas, drawings, outlines

Assessments: teacher-made tests, textbook tests, teacher-made quizzes, projects

Home Activities: cook with your child—kitchen chemistry, visit the Science Center, planetarium, and the Zoo, watch science-related shows together and discuss them, explore nature in your backyard.

Subject: Social Studies

Goals: The students will:

1. explain the origin and formation of the U. S.
2. demonstrate how the geographical area of the U.S. determines the way of life of its people.
3. demonstrate an understanding of how world events influenced the discovery and development of North America.
4. identify the establishment of freedom as the framework of the government of the U.S.
5. will demonstrate an understanding of United States History.
6. will demonstrate an understanding of US Geography.
7. demonstrate a basic understanding of running a business.

Essential Content Topics and Concepts:

1. geography-mapskills, latitude and longitude
2. current events
3. people of the Western and Eastern Hemispheres
4. explorers
5. colonization
6. American Revolution
7. Constitution
8. Civil War
9. black history/Civil Rights movement
10. business set up and running of a business

Resources: *Horizons: United States History*, Harcourt (2005), teacher related experiences, maps, globes, books, videos, field trips, JA Biztown series

Activities: plays, class elections, projects, presentations, book reports, newspaper activities, JA Biztown unit and field trip

Assessments: teacher-made tests, textbook tests, group and individual projects, oral and written reports

Home Activities: study with your child for tests. Take family outings to historical places such as Cahokia Mounds, the St. Louis Arch, etc. Reinforce map skills by using road maps and directions. Share personal experiences about yourself and your family. Watch historical movies together.

Subject: Spanish

Goals: The students will learn to:

1. greet people, introduce themselves, and say where they are from.
2. say which day it is, what part of the day it is, ask and tell time.
3. communicate age, dates, birthdays, and phone numbers.
4. express possession, preferences, and feelings.
5. describe classes and classroom objects.
6. ask questions, say where they are going, describe how they feel.
7. talk about places and people they know.
8. use classroom phrases.
9. daily prayers.

Essential Content Topics and Concepts:

Parts of Speech: **Nouns:** common, proper, singular, plural, pronouns

Verbs: regular, irregular, infinitive

Adjectives: common, definite articles, indefinite articles, usage, comparison

Adverbs: identification, comparison, usage

Prepositions: identification, comparison, usage

Interrogative Pronouns: identification, comparison, usage

Resources: McDougal Littell, 2204, Más práctica (workbook), Audioscript/Audio CD, Grammar and Vocabulary Sing- Along CD, Overhead Transparencies/ Promethean Board, worksheets, Internet Tutor: classzone.com, quizlet.com

Activities: board work, discussions, games, singing, skits, team conversation

Assessments: quizzes, daily work, textbook tests, discussions, teacher-made test,

Home Activities: practice Spanish activities on classzone.com, quiz for tests, quizlet.com, encourage age appropriate movies and games in Spanish