



Fifth Grade Curriculum

Subject: Religion

Curriculum used: One in Christ (Concordia)

Summary: In religion we will study some of the key concepts of the Christian faith, such as Law, Gospel, confession, repentance, forgiveness, and grace. The course begins with a series of lessons on the Word of God as revealed to us by our heavenly Father and kept pure for us by His grace down through the ages. The balance of the lessons is based on selected, sequential Bible stories that span biblical history from the exodus through the ministry of the apostle Paul. Each lesson centers on the cross of Christ and is grounded in the Word of God, through which the Holy Spirit works to create, strengthen, and sustain saving faith.

Subject: Literacy (Reading, Writing, Spelling)

Curriculum Used: Journeys (Houghton Mifflin Harcourt)

Summary: Journeys is a comprehensive K-6 literacy program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening and writing. Journeys features complex anchor texts that challenge students, smart lesson plans that let teachers target the needs of all students, and assessments and digital tools that help track classroom progress. A comprehensive assessment system (including weekly tests, benchmark assessments, and unit tests) gives teachers the tools they need to monitor student progress.

1. Journeys builds important vocabulary skill. Vocabulary readers, flashcards and in-the-moment digital tools fill classrooms with ways to build vocabulary along every step of the journey. Informational texts let students gain mastery over core academic vocabulary as well as domain-specific knowledge and words
2. Journeys grasps spelling and grammar skills. Weekly grammar skill targets, supplemented with daily lessons, support students' understanding of how English works. A spelling scope and sequence designed by Shane Templeton builds students' spelling skills.
3. Journeys demonstrates research and writing skills. Students analyze texts which give them the foundation they need to interpret texts from multiple angles and form insights.
4. Journeys sharpens listening and speaking skills. Team projects and class conversations guide students to develop critical listening skills and mastery of group communication. Presentations and collaborative work put students in a position to develop social awareness and speaking skills. convention skills. The connection between reading and writing is emphasized and writing will also be incorporated into theme units in science, health and social studies.

Subject: Math and Advanced Math

Curriculum used: Math in Focus (Houghton Mifflin Harcourt)

Summary: Updated for fall 2020, Math in Focus is a Singapore based math curriculum published in the United States. Math in Focus is based on teaching for mastery using manipulatives to see relationships and meaning. Problem solving is at the heart of the *Singapore Math*[®] curriculum. Leveraging global best practices and research to create a unique approach based on powerful visual models, engaging hands-on activities, and a consistent K-8 pedagogical approach, this solution empowers students to develop the critical-thinking skills, positive attitudes, and confidence needed to set the stage for achievement. For the first time in the history of Math in Focus, teachers and students have complete access to all K-8 components and resources on one unified learning system. The Math in Focus curriculum is structured so that students focus first on numbers and operation skills (Book A) before moving on to measurement and data skills (Book

B) during the latter part of the school year. For the 2020/2021 school year with hybrid learning, advanced math students will also utilize *All Things Algebra* curriculum with Mrs. Kunkel. All Things Algebra® curriculum resources are rigorous, engaging, and provide both support and challenge for learners at all levels. Students learn all Common Core math standards using daily, organized guided notes and challenging homework.

Subject: Social Studies

Curriculum used: Social Studies Alive! America's Past

Summary: Students learn social studies themes by engaging in dynamic teaching practices including dramatic role playing, creative simulations, group projects, and writing activities. This unique and effective curriculum allows students to experience key social studies concepts while utilizing multiple intelligence activities through cooperative interaction.

Subject: Science

Curriculum used: Full Option Science System (Delta Education)

Summary: FOSS developers from the University of California at Berkeley are dedicated to the idea that all students learn science best by doing science. The FOSS program uses several instructional pedagogies including inquiry based learning, hands-on learning and active investigation, student-to-student interaction, writing (students keep careful notes in science notebooks), and research/reading. Fifth grade units will include environments (life science) and soils, rocks and landforms (earth science).

Subject: Art

Curriculum used: teacher created curriculum

Summary: By creating art, students will articulate and demonstrate a clear understanding of the art elements (line, shape, value, color, form, texture, space) and principles of art (variety, unity, movement, balance, emphasis, rhythm, proportion, contrast). These concepts will be introduced at each grade level in a manner appropriate to age level and developmental ability. Students will develop their creative process through the experience of working with a variety of materials and techniques. Most importantly, students will learn to appreciate the world they live in through the visual arts, as they are given the opportunity to be successful, creating works of art they will be proud of.

Subject: Music (Mr. Franklin)

Curriculum Used: teacher created curriculum

Summary In music classes students are exposed to basic rhythm fundamentals according to age and grade appropriateness. This is done through various types of hands on and movement and singing activities. All grades participate in singing activities, composer studies, and a major musical production. Continuing with note and rest value the staff is introduced. Students begin reading notes on the treble staff. Recorders and barred instruments are used to aid in learning. Class is very hands on and full of movement. We are blessed with many percussion and barred instruments (xylophones, glockenspiels, and metallophones). The music program is very experiential. *music is modified this year due to pandemic safety protocols including no singing or wind instruments

Subject: Physical Education (Mr. Goodspeed)

Summary: All grades focus on acquiring the knowledge and skills necessary to maintain an active life. Throw a variety of balls within various activities and force (football, soccer throw-ins, Frisbee). Catch and field a variety of balls, kick/pass/punt a ball with accuracy while moving. Football dribble a ball changing directions both independently and in various group activities. Hand dribble against an opponent. Hitting specifically to a specific area using a bat or racquet.

Volley an object by using a variety of body parts and bats or racquets. Demonstrates rhythmic movement with smooth transitions. Static and dynamic balance incorporated within a routine. Continue to focus on rules and safety guidelines as in previous years.

Subject: Technology (Mr. Davenport)

Summary: Students will learn a variety of important skills that will help them navigate the current teaching environment. They will learn how to use and manage documents and projects across multiple cloud platforms. They will learn how to use and share Google Docs, Sheets and Slides. We will learn 3D modeling as well as how to build a basic game using “block code”. We will also reinforce the etiquette needed to be able to use remote teaching.

Subject: Skills for Wellness (Mrs. Tanis-Likkel)

Curriculum used: DBT

Summary: *Skills for Wellness* helps students build emotional resilience by developing coping strategies and better decision-making, especially while in emotional distress. This class is based on skills associated with dialectical behavior therapy and is a social and emotional learning program and not group therapy. In DBT, we recognize that we are all doing the best that we can *and* we are working on skills to change. Skills include emotional regulation, mindfulness, distress tolerance, and effective interpersonal relationships. Information about the skill that is covered in class each week will be in Schoology so that it can be practiced at home.

Subject: French (Mademoiselle Audrey)

Curriculum used: Nous Sommes Flex

Summary: In beginning French we will be focusing on formal and informal greetings and farewells, short conversational skills, while learning the masculine and feminine pronouns for descriptions, and how they are used in a new language. We will also look at how different Francophone cultures speak, read, write, and converse everyday. I am looking forward to creating a classroom where we are thinking globally about languages that can connect and stem stronger communication around the world. Our primary objective will be to develop an understanding of the language in a written, verbal, and auditory format so that we can link each element together and become confident future bilingualists or beyond in any setting!

Subject: Social Skills

Curriculum Used: Second Step

Summary: *Second Step* is a classroom-based social skills program for students in kindergarten through junior high (ages 5–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children’s social competence and other protective factors. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing research. It is intended to teach children to identify and understand their own and others’ emotions, choose positive goals, and successfully manage reactions when emotionally aroused.

Subject: Physical Health (Mr. Goodspeed)

Curriculum Used: The Great Body Shop

Summary: The Great Body Shop is a fully comprehensive health curriculum that includes topics that cover all aspects of physical, mental, social, emotional health and safety. Following mandates and guidelines of the state departments of education for content and grade appropriateness, subjects to be covered include nutrition, functions of the body, mental and emotional health, and physical fitness, among others.