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## **GRADE 5 CURRICULUM**

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## **GRADES 5: MATHEMATICS**

The Fifth Grade Math Program is designed with the goal that students will learn and remember various computation and problem solving skills that build a strong foundation in mathematics. Our program uses a unit approach, provides continuous review, practice and enrichment.

### **OBJECTIVES**

#### **Place Value/Addition and Subtraction**

Students will be able to:

- Read, write, and identify place value in whole numbers and decimals
- Round, compare, and order whole numbers and decimals
- Estimate sums and differences
- Add and subtract whole numbers
- Solve addition and subtraction equations using mental math
- Solve problems using skills and strategies

#### **Multiplication, Division and Algebra**

Students will be able to:

- Use properties to evaluate algebraic expressions
- Estimate products and quotients
- Multiply and divide by one, two, and three digit numbers
- Use the correct order of operations
- Solve problems using skills and strategies

#### **Measurement/ Data and Graphing**

Students will be able to:

- Use customary and metric units of length, capacity and weight/mass
- Represent and interpret data in graphs
- Collect and organize data in plots and graphs
- Find the mean, median, mode, and range of a set of data
- Draw conclusions and make predictions from data displays
- Solve problems using skills and strategies

#### **Addition and Subtraction of Fractions and Decimals**

Students will be able to:

- Identify prime and composite numbers and write the prime factorization of numbers
- Find the common factors, GCF, common multiples, and LCM
- Find equivalent fractions and write fractions in simplest form.
- Relate and compare fractions, mixed numbers, and decimals
- Estimate fraction and decimal sums and differences
- Add and subtract fractions, mixed numbers, and decimals
- Solve problems using skills and strategies

### **Multiplication and Division of Fractions and Decimals**

Students will be able to:

- Multiply and divide with fractions and mixed numbers
- Estimate decimal products and quotients
- Multiply and divide with decimals
- Solve problems using skills and strategies

### **Geometry and Measurement**

Students will be able to:

- Identify and classify basic two and three dimensional geometric figures and their parts
- Identify congruent figures and figures with line and rotational symmetry
- Identify transformations as reflections, translations or rotations
- Find the perimeter and area of polygons and irregular figures
- Solve problems using skills and strategies

### **Ratio, Proportion, Percent, and Probability**

Students will be able to:

- Read, write and use ratios, equivalent ratios, and rates
- Identify proportions and use them to solve problems including similar figures
- Use ratios to write percents; relate and compare percents, decimals, fractions, and mixed numbers
- Find a percent of a number
- Solve problems using skills and strategies

### **Algebra, Integers and Coordinating Graphing**

Students will be able to:

- Write and solve equations
- Use functions and function tables to solve equations
- Compare and order integers
- Graph ordered pairs in the four quadrants of the coordinate plane
- Solve problems using skills and strategies
- Read and write lengths (customary and metric)
- Convert/simplify units of length, weight, mass, and liquid measures
- Solve word problems involving addition, subtraction, multiplication and division

### **TEXTS/MATERIALS**

- Houghton Mifflin Math 2007 edition
- Houghton Mifflin Unit Resources
- Houghton Mifflin manipulative
- Calculators
- Math Games

## **INSTRUCTION**

The teacher will present topics through various methods and strategies such as:

- Whole class instruction
- Small group instruction
- Use of manipulatives
- Use of Smartboard manipulative and programs
- Drawing or acting out the problems
- Writing and practicing various algorithms
- Practice exercises
- Enrichment exercises
- Games
- Small, cooperative group work
- Individual instruction
- Written assignments and assessments

*Prepared by Shawna Clifford and Elizabeth Picknally  
Updated January 2015*

## GRADES 5: SCIENCE

The science curriculum for grade five encourages students to develop an appreciation and understanding for various scientific concepts through a systematic approach: lecture, observation and hands on experiences. Hopefully, this program of study will encourage students to begin to view the world like a scientist does: asking questions, creating hypotheses, seeking answers, collecting data, measuring, making observations, discussing findings etc. By studying these topics, students will gain the building blocks for deeper understanding that will prove to be helpful at a later time.

### OBJECTIVES

#### **Classifying Living Things**

Students will be able to:

- describe kingdom and species
- identify the five large groups (kingdoms) that scientists have divided all living things into: Plant, Animal, Fungus, Protist, and Moneran
- identify and become familiar with each of the smaller groups that the kingdoms are divided into: Kingdom, Phylum, Class, Order, Family, Genus, and Species
- identify the five different classes and major characteristics of vertebrates
- identify the six different classes and major characteristics of invertebrates

#### **Cells: Structures and Processes**

Students will be able to:

- learn that all living things are made up of cells, the building blocks of life
- identify and describe the differences between a plant and animal cell
- become familiar with and be able to describe the functions of the plant and animal cell's structures (cell wall, cell membrane, cytoplasm, vacuole, mitochondrion, chloroplast, nucleus, nuclear membrane, chromatin)

#### **Plant Structures and Processes**

Students will be able to:

- describe the differences between vascular and non vascular plants regarding parts and functions
- learn about the important process of photosynthesis that occurs in plant cells in order for plants to make their own food
- learn about the process of photosynthesis that involves sunlight, chlorophyll, carbon dioxide, water, xylem, phloem, stomata, oxygen, and sugar (glucose)
- differentiate between asexual reproduction (vegetative- runners, bulbs, and cuttings) and sexual reproduction (spore-bearing plants (ferns), non-flowering seed plants (conifers), and flowering plants
- learn about and understand the many details of the different steps in the plant-seed cycle that aids in seed and fruit production (germination, pollination, fertilization, and seed dispersal)
- distinguish the similarities and differences between monocot and dicot seeds (number of cotyledons (embryo), stored food (endosperm), and seed coat)

## **Ecosystems**

Students will be able to:

- explain ecosystems, communities, and populations
- describe how food chains, food webs, and energy pyramids work
- explain how populations compete and are limited by the resources they need
- define habitat, niche, symbiosis, commensalisms, mutualism, and parasitism
- explain structural and behavioral adaptations
- describe plant and animal adaptations including camouflage and mimicry
- study in depth the tidepool ecosystem and visit one as a class
- study their local environment

## **Life Cycles and Reproduction**

Students will be able to:

- gain an understanding of the life cycle: development of an organism from birth to growth, reproduction (asexually or sexually), and death
- learn that all living things reproduce themselves when special male and female cells join to form a fertilized egg

## **The Human Body: Endocrine System**

Students will be able to:

- watch a video and discuss, with the school nurse, the changes that occur during puberty, as well as the reproductive organs involved in the process
- learn that the human body has two types of glands: ductless and duct
- focus their study on the endocrine system, where glands release hormones into the bloodstream which help to control different body processes
- describe the glands' basic functions (pituitary, thyroid, parathyroid, adrenal, pancreas, ovaries, testes)

## **Earth Science**

Students will be able to:

- define the Earth's layers
- discuss how the theory of plate tectonics explains continental drift
- describe weathering
- discuss the relationship between erosion and deposition
- define how Earth's shape and tilt affect temperature and winds
- explain how clouds and precipitation form
- summarize how air masses and fronts affect weather
- explain how severe storms form
- explain what determines an area's climate
- summarize the factors that affect climate

## **Physical Science: Matter and Change**

Students will be able to:

- learn that electrically charged particles come together to make atoms; atoms come together to make molecules; molecules create elements, and elements create compounds
- memorize some well known elements and their symbols
- read the periodic table of elements, a chart that organizes elements with common properties, atomic symbols, and atomic number
- learn that the periodic table of elements is divided into three categories of elements: metals, nonmetals, and metalloids
- realize that atoms are constantly in motion because electrons are always in motion, even in solids, liquids, and gasses
- learn that some elements combine with others to create compounds
- distinguish between chemical and physical changes of substances
- describe matter and the three states of matter: solid, liquid, and gas
- measure and calculate density
- explain the structure of matter, elements and atoms
- describe the properties of metals, nonmetals and metalloids
- determine whether an element is metal, nonmetal or metalloid

## **Physical Science: Forces and Energy**

Students will be able to:

- understand the relationship between position, motion, velocity, and acceleration
- learn about balanced and unbalance forces
- understand how gravity and friction affect motion
- learn how to apply Newton's three laws of motion
- define work and energy

## **TEXTS/MATERIALS**

Student's main text is *Science: A Closer Look* by Macmillan / McGraw-Hill (2008).

- Science: A Closer Look Assessments
- Teacher made notes, worksheets, tests, quizzes, study guides, and games
- Arts and crafts materials for various projects related to each topic of study
- A variety of books for the classroom library to enhance the topics covered in the curriculum

## **INSTRUCTION**

The teacher will:

- lead class lectures and discussions
- conduct mini experiments and demonstrations
- assign independent reading and assignments based on class lecture and discussion
- assign independent or cooperative group projects to be completed in class
- read additional books in class to enhance concepts learned
- show videos to enhance the concepts learned
- facilitate games created for each unit of study
- use Smartboard programs to enhance topics

*Prepared by Mary Margaret Provost, retired February 9, 2011*

*Updated by Elizabeth Picknally on January 16, 2015*

## GRADES 5: LANGUAGE ARTS

The Language Arts program for grade 5 is designed so that students will gain a deeper understanding of the correct use of writing conventions and proper grammar usage and mechanics. It allows students to gain an appreciation of poetry and to learn how to properly use poetic devices. Within this program, students will be exposed to a variety of genres and will become fluent and competent readers and writers.

### OBJECTIVES

#### Reading/Literature

##### **Understanding a Text and Making Connections**

Students will be able to:

- visualize what they read to make words real and concrete
- learn how to read between the lines to interpret the text
- utilize text structure and text features to determine important information
- identify and understand figurative language within the text
- make predictions using prior knowledge, pictures, text and features
- confirm predictions using knowledge from the text
- retell a story's beginning, middle and end
- retell a main event in the story
- use text cues to find important information in relation to key ideas or themes
- use questioning skills before, during, and after reading to clarify meaning, to understand the author, and to locate facts to answer questions
- ask questions and locate answers about the important characters, setting, and events of the story
- relate what they read to what they know and understand to their own thoughts and feelings
- compare what they read to other text and to the world around them
- interpret mood and tone, and give supporting evidence in a text
- interpret a character's trait, emotions, or motivation and give supporting evidence from the text
- determine the meaning of unfamiliar words using definition or examples from context clues
- identify and analyze main ideas, basic facts, and supporting details within a text
- recognize organizational structures(chronological order, logical order, cause and effect)
- identify confusing ideas or elements and can suggest a variety of ways to solve the problems
- understand what needs to be comprehended in the text in relation to their purpose for reading
- relate a literary work to a historical sites of the period of its setting
- pay close attention to voice changes and punctuation with in the text
- listen to teacher-read stories for strategies and enjoyment



## **Genre**

Students will be able to:

- identify and analyze the characteristics of various genres (poetry, fiction, non-fiction, short stories, and dramatic literature)
- identify the difference types of fiction and non-fiction
- distinguish different forms of literature such as poetry, drama, and tragedies
- understand the different types of genres relating to literature
- identify the differences among the forms of literature

## **Theme**

Students will be able to:

- relate themes in works of fiction and non-fiction to personal experiences
- identify themes in myths, fables, and legends to life lessons
- compare and contrast themes from various selection of literature
- apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated
- learn to identify the theme in a literary work to clarify their interpretation of the text
- provide evidence from the text to support their understanding of the theme, characters, plot, and setting

## **Style and Language**

Students will be able to:

- identify and analyze the author's use of dialogue and description
- identify and analyze how an author's use of words created tone and mood
- understand that words paint pictures in their minds allowing for a better understanding of the text
- gain an understanding of how an author uses words literally and figuratively (idioms, play on words, sayings and phrases)
- identify figurative language, rhythm, or flow when responding to literature
- identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding
- analyze the effect of sound, form, figurative language, and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, rhyme, etc.); figurative language (personification, metaphor, simile, hyperbole, etc.); graphics (capital letters, line, length, word position, stressing of syllables, etc)
- note the use of poetic devices in various forms of poetry
- identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding

## **Writing**

### **Composition**

Students will be able to:

- produce a variety of types of writing such as summaries, letters, poems, descriptive writing, and essays with a coherent structure or story line
- know how to gather information from different sources (library)
- create an anthology of poetry using a variety of poetic devices
- understand the purpose and audience of writing
- learn how to define a main idea and stick to it
- learn how to provide an introduction and conclusion with supporting details

- learn how to organize ideas, materials, and data into coherent paragraphs
- learn how to put paragraphs in logical order from introduction, body, and conclusion
- learn how to produce a working outline
- provide relevant examples to support their topic
- learn how to properly produce a working bibliography (library)
- revise writing to improve level of detail and precision of language after determining where to add images, sensory details, combine sentences, vary sentences and rearrange text
- improve word choice by using rhyming dictionaries, dictionaries, and thesauruses

### **Language Mechanics/Grammar/Correct Usage**

Students will be able to:

- identify correct features of a sentence; capitalization, sentence structure and punctuation
- understand word order in a sentence
- understand what a complete sentence is (capitalization, punctuation, and subject/verb agreement)
- identify sentences, sentence fragments and run-on sentences
- identify all parts of speech within the sentence (nouns, verbs, pronouns, adjectives, adverbs, prepositions, interjections, conjunctions)
- identify the different types of nouns (common, proper, singular, plural, possessive) and verbs (action, linking, helping)
- be able to use all parts of speech correctly
- be able to use correct language mechanics (subject /verb agreement), punctuation (periods, commas, apostrophe, etc.), capitalization and spelling
- be able to correctly use pronouns in a sentence making sure that they agree with the antecedent - subject, object, possessive

### **Vocabulary Development**

Students will be able to:

- continue to learn how to apply spelling rules
- improve their vocabulary by furthering their understanding of new words and concepts
- gain an understanding of how the same word can have different meanings depending on how it is used in context
- create age appropriate sentences using words correctly
- rewrite definitions in their own words and understanding
- practice and applying using contextual clues to help strengthen understanding of the meaning of words
- learn how to use words correctly in context
- identify word relationships (synonyms, antonyms, analogies)

### **Speaking and Listening**

Students will be able to:

- learn the appropriate way to present information to an audience (correct posture, eye contact, volume clarity, appropriate language gestures)
- deliver presentations in a clear manner that is appropriate for the audience
- participate civilly and productively in group discussions
- demonstrate an ability to use standard pronunciation when speaking to large groups
- be courteous listeners to both teacher and classmates presentation
- sit appropriately during presentations (feet on floor, eye contact, facing the speaker, concentration on the speakers voice, etc)
- ask appropriate questions after the presentation

## **TEXTS/MATERIALS**

- *Student text book: Scott Foresman Reading Street Grade 5 Unit 1-6*
- *Teacher text book: Scott Foresman Reading Street Grade 5 Unit 1-6*
- *Teacher's edition: Reader's & Writer's Notebook Grade 5*
- *Student edition: Reader's & Writers Notebook Grade 5*
- *Teacher's Weekly Tests Scott Foresman Reading Street Grade 5*
- *Teacher's Tests Answer Guide Scott Foresman Reading Street Grade 5*
- *Teacher Edition: Loyola Press Exercises in English Workbook Level E*
- *Student Edition: Loyola Press Exercises in English Workbook Level E*
- *Teacher Edition: Scott Foresman Reading Street Unit and End of Year Benchmark Tests Grade 5*
- *Student Edition: Scott Foresman Reading Street Unit and End of Year Benchmark Tests Grade 5*
- Teacher created worksheets for specific topics of study
- Handout of notes taken from the text
- List of poems and their definitions for students to create on their own
- List of poetic devices and literary terms.
- Test, quizzes, study guides, and worksheets created by teacher for specific topics of study
- Construction paper, colored pencil, scissors, glue, etc. for various projects related to each topic of study
- Novels, Short Stories, Poetry, Speeches read and discussed in class.

## **INSTRUCTION**

- Facilitate classroom discussions based on the topic of study
- Use of Smartboard programs to demonstrate specific skills
- Assign projects based on the topic of study
- Facilitate role-play during certain topics of study
- Assign independent reading on material covered in class discussion
- Facilitate debates
- Lecture
- Read to students from a variety of books to enhance their knowledge of the topic of study
- Demonstrate how to properly give a presentation
- Present materials in a variety of ways so that all students will understand topic of study (visual, auditory, kinesthetic, hand-on)
- Assign practice worksheets
- Read stories, poems and other forms of literature for both enjoyment and for strategies

*Prepared by Christine Nagle and Mary Margaret Provost*

*Updated: February 9, 2011*

*Prepared by Shawna Clifford and Elizabeth Picknally*

*Updated: January 16, 2015*

## **GRADES 5: SOCIAL STUDIES**

The Social Studies program for grade five is based on the content guidelines from the Massachusetts State Frameworks and the Archdiocese of Boston. This program of study allows students to deepen their knowledge of American History. It allows them to strength their map skills, to gain a better understanding of the spatial sense of the world and where the United States is, and to learn about the struggles and conflicts associated with developing the United States.

### **OBJECTIVES**

#### **United States Geography**

Students will be able to:

- locate and label North America, United States, Canada, Mexico, and the Gulf of Mexico on a map
- review from Grade 4 the characteristics of each region in the United States
- locate and label all major mountains, rivers, and lakes in the United States

#### **Native People of North America**

Students will be able to:

- appreciate the customs and traditions of the Native Americans
- trace the development of the first North American culture
- identify unique features of early middle American culture
- explain how Native Americans adapted to varied environments

#### **Exploration and Colonization**

Students will be able to:

- understand the main reasons why the Europeans wanted to explore the world
- study why countries, such as England, Spain, Portugal, Holland, and France, wanted to explore the world and how they made major contribution to world of exploration
- learn how explores, such as Columbus, Diaz, da Gama, Magellan, Balboa and Henry the navigator, contributed to the development of our world
- learn about the transatlantic slave trade and the middle passage and how slavery developed throughout the world
- describe how trade developed between Europe and Asia
- trace the discovery of the water route to India
- study and evaluate the importance of Columbus' voyages
- learn why the Spanish explored Florida
- describe the importance of the Northwest passage
- explain the relationship between the French and Native Americans
- understand the importance of fur trade
- understand why Roanoke failed
- understand the importance of Jamestown
- explain why Pilgrims established a colony in Massachusetts Bay
- describe how the Native Americans helped the Pilgrims

## **Colonial America**

Students will be able to:

- understand why conflict broke out between settlers and Native Americans
- explain why rebels formed new colonies
- identify why different religions were tolerated in some colonies
- describe why settlers came to the colonies
- understand colonial life
- explain how frontier settlement effected Native Americans
- understand about slavery in the north and south colonies
- understand how colonist practiced democracy
- identify tension between the colonial assemblies and the king
- explain how a trail led to freedom of speech
- analyze how trade policies affected England’s relationship with the colonies

## **Struggles for North America**

Students will be able to:

- explain French motives for settling the Louisiana Territory
- recognize the importance of La Salle’s voyage down the Mississippi River
- identify the causes of the French and Indian War and to describe the changes caused by it
- explain how taxes caused growing tension
- identify the events that led to the American Revolution
- identify the battles of the American Revolution and to understand/explain their importance
- identify important actions of the Second Continental Congress
- explain and understand the significance of the Declaration of Independence
- compare and contrast forces of the Revolution
- discuss challenges of the Patriots
- identify the impact the war has on Americans
- describe the turning point of the Revolutionary War
- describe the results of the American Revolution

## **The New Nation**

Students will be able to:

- identify strengths and weakness of the Articles of Confederation
- explain the events that led to the Constitutional Convention
- understand the conflict between large and small states
- describe the compromises made to reach agreements on the Constitution
- begin to interpret and understand the Constitution
- identify three branched of the federal government
- explain the purpose of the Bill of Rights
- explain the significances of the Louisiana Purchase
- develop an understanding of what “manifest destiny” is
- learn how we acquired land from France, Great Britain, Spain and Mexico
- understand and appreciate how our country grew
- realize how the expansion of our country effected the Native Americans
- understand the tension that led to the War of 1812 and to identify the key points in the war
- understand the importance of the Industrial Revolution
- explain the impact of Andrew Jackson’s presidency
- identify the conflict between the Texans and Mexican government

- learn about the War with Mexico
- explain how the Western Territory became part of the United States
- learn about the different trail west
- describe how the California Gold rush helped California grow

### **Slavery and Emancipation**

Students will be able to:

- explain the importance of cotton to the South
- realize what the life of slave was like in both the north and the south
- identify differences between the North and South
- develop an understanding of what Lincoln meant when he said, “A house divided against itself can not stand” and “with malice toward none, charity for all”
- explain the reasons for the war and how it began
- analyze the significance of the Dred Scott decision
- understand why the Nation Divided
- explain the key concepts related to the issue of slavery in the territories
- study the causes of the Civil War and understand why it was important to fight
- analyze the goals of the war for both sides and the terms associated with each side
- study the major battles of the Civil War and what the outcomes for each side was
- understand make-up of the Underground Railroad and how it helped the slaves
- assess the advantages and disadvantages for each side
- learn about war strategies
- understand the importance of the Emancipation Proclamation
- explain the importance of the fall of Vicksburg and The Battle of Gettysburg
- identify the turning point of the Civil War
- explain how people on the home front and women contributed to the war effort
- read and study the Gettysburg Address
- study the major people involved in the War i.e. Lincoln, Davis, Harriet Tubman, Grant, Lee
- gain an understanding of the laws in the Constitution and study in depth the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- identify the events that ended the war
- study the Reconstruction plans for restoring the south
- understand how killing Lincoln hurt the South chances for an easy reentry into the Union
- study how whites treated blacks after the Civil War and how they protested the laws
- gain a working definition of the following; abolitionists, segregation, Civil Rights, Black Codes, emancipate and impeachment
- come to an understanding of what our country would be like if the South had won the War.

### **The Nation Grows**

Students will be able to:

- discover how the United States acquired Alaska from Russia
- compare and contrast the real “wild west” to the legends of the “wild west”
- learn how the construction Transcontinental Railroad helped the development of the west
- understand how Native American lives changed during the late 1800’s
- describe how technology changed people lives
- understand why immigrants settled cities
- explain why limits were placed on immigrants

### **The Modern Era**

Students will be able to:

- begin to understand Roosevelt’s “square deal” and “new deal”
- begin to understand the significance of the Panama Canal
- begin to understand why the United States fought in World War I and World War II
- begin to understand causes of the Great Depression
- begin to understand how segregation ended
- begin to understand how wars such as, the Vietnam War, divided Americans
- explain how people worked together to gain equal rights

### **TEXTS/MATERIALS**

- Student text book: Macmillan/McGraw Hill TimeLinks: *The United States*
- Teacher Guides: Macmillan/McGraw Hill TimeLinks: *The United States*
- Assessment Book: Macmillan/McGraw Hill TimeLinks: *The United States*
- Vocabulary Book: Macmillan/McGraw Hill TimeLinks: *The United States*
- Macmillan/McGraw Hill TimeLinks: *Oral Language Cards: The United States*
- Student Practice and Activity Book: Macmillan/McGraw Hill TimeLinks: *The United States*
- Test, quizzes, study guides, and worksheets created by teacher for specific area of study
- Construction paper, colored pencil, scissors, glue, etc. for various projects related to each topic of study
- Globes, World Maps, United States Maps, and posters to enhance the topics covered in the curriculum
- Copies of blank maps, World Maps and United States, for the students to practice labeling on

### **INSTRUCTION**

The teacher will:

- Facilitate classroom discussions based on the topic of study
- Use SMARTboard programs to introduce and enhance areas of study
- Assign projects based on the topic of study
- Assign independent reading on material covered in class discussion
- Facilitate debates
- Lecture

*Prepared by Shawna Clifford*

*Updated: January 2015*

## **GRADES 5: RELIGION**

The fifth grade religion program is designed to help students realize that the loving Jesus they meet in their studies is with them in all their life experiences. It continues to build on and educate students in the Catholic teachings of the Church. It stresses the importance of strong values, morals, and beliefs that are rooted in a strong Catholic faith. Through age appropriate readings, discussions and activities, students will gain a better understanding of their Catholic Heritage and realize that they are called to continue to the teachings of Jesus Christ.

### **OBJECTIVES**

#### **Doctrine and Morality**

Students will be able to:

- appreciate that all creation are signs of God's love and presence
- learn about sacramentals and how the Church uses them
- expand their knowledge and understanding of the Church
- recognize that Jesus is both God and man
- gain a deeper understand of each of the seven sacraments, what they mean to the Church, what they provide for us, and the signs and symbols associated with each
- understand that the seven sacraments are celebrated by the Church as a real and effective sign of Christ's saving action
- gain a better understanding of the history, customs, and meanings associated with Advent, Christmas, Ash Wednesday, Lent, Holy Week, and Easter, as well as the Liturgical Year of the Church
- learn how the Church honors Saints

#### **Morality**

Students will be able to:

- continue to learn how to live according to the Beatitudes and Commandments
- learn how to become a good Christian by practicing Jesus' teachings taught in the gospels and that we must pass those teachings on to others
- become more aware of human suffering around them and how the Church brings healing to a suffering world
- become more aware of human suffering around them and how the Church brings healing to a suffering world

#### **Scripture**

Students will be able to:

- continue to learn, in more details, about Jesus' birth, life, and Resurrection by discussing passages from the bible
- read and discuss various scripture passages from the Bible that shows how Jesus healed, taught, cared for others, and forgave others
- read and discuss scripture passages that will help them understand each of the seven sacraments
- Learn how to respect and value all people as sacraments of God through reading and discussing scripture passages



## **Prayer and Worship**

Students will be able to:

- pray daily, including morning prayer, before lunch, and end of day.
- explore the meaning of prayer and different ways to pray
- attend the first Friday mass with the school community
- be encouraged to attend all Holy Day Masses
- prepare and celebrate one mass during the school year with their classmates
- prepare and celebrate the Living Rosary in the month of October
- participate in the sacrament of reconciliation with the school community
- participate in the school nativity play, the celebration of the Stations of the Cross, Grandparents Liturgy at Thanksgiving time and in daily Advent prayer services during the season of Advent
- study and learn different prayers associate with the Church
- continue to learn how to pray the rosary, Hail Mary, Glory Be to the Father, The Lord's Prayer, Act of Contrition, and the Apostle's Creed and develop an understanding of the meaning of each prayer
- begin to learn about the Liturgy of the Hours
- learn how to pray for forgiveness and healing

## **TEXTS/MATERIALS**

- Silver Burdett Ginn/A Scott Foresman Imprint, Blest Are We, textbook
- Silver Burdett Ginn/A Scott Foresman Imprint, Blest Are We, teacher edition
- Silver Burdett Ginn/A Scott Foresman Imprint, Blest Are We, test booklet
- Silver Burdett Ginn/A Scott Foresman Imprint, Blest Are We, tests-exam view CD
- [www.blestarewe.com](http://www.blestarewe.com) for weekly review and enhancement of lessons
- Benziger Publishing Company, The New American Bible
- Bible puzzles and worksheets that focus on children from the Bible
- Student supplied Rosary Beads

## **INSTRUCTION**

The teacher will:

- Read and discuss lessons from the textbook and bible with the students
- Instruct, model and guide students in creative writing assignments
- Enrich lessons with spiritual music
- Lead students in prayer
- Facilitate class discussions on character traits, ways to handle emotions, peer pressure, and violence
- Facilitate role-playing activities

*Prepared by Shawna Clifford and Elizabeth Picknally*

*Updated: January 2015*

## GRADES 4 AND 5: SPANISH

The purpose of the Spanish program for grades 4 and 5 is to add to the students' base of vocabulary and acquired structures from the previous levels. Understanding that some students may be new to the program and/or may have acquired the previous years' vocabulary at differing levels, the students will receive review and repetition as they transition into the full year program. Students will be challenged to use vocabulary at a higher level in each subsequent grade.

All four language skills will be emphasized: listening, speaking, reading and writing. At this level, students will be asked to retell a story and answer basic questions in Spanish, additionally, they will do more formal reading (short stories and, in grade 5, a novice-level novel). Students may also be assigned to listen to an audio file (in or out of class) and show that they understand it. Students will be expected to keep a Spanish folder with their materials and may have some written work.

Students will learn some interesting facts and differences about the Spanish language and Spanish and Latin American culture as well as listen to and sing authentic songs in Spanish.

Spanish classes for grades 4 and 5 meet once a week (30 minutes) all year long.

### TOPICS/OBJECTIVES

Students will be able to use Spanish learned in grades 1-3 and:

- Understand and respond appropriately to the interrogative words
- Tell time
- Give the date
- Describe the weather and seasons
- Describe clothing
- Say a prayer in Spanish
- Count from 0-100
- Describe basic classroom objects
- Describe basic rooms in a house
- Use location words
- Use colors as descriptors
- Use adjectives: tall, short, big, small, etc.
- Use adverbs: fast, slow, etc.
- Retell a story in Spanish
- Read a short story or novice-level novel and answer questions about it (oral or written)
- Develop strategies for reading in a foreign language (i.e. use of cognates)
- Listen to a story and answer questions about it (oral or written)
- Respond appropriately to spoken commands (3<sup>rd</sup> person singular)
- Use third person singular and plural forms of present tense verbs and begin to understand/recognize second person singular
- Grade 5 –use first person singular form of present tense verbs
- Write a short story in Spanish (begin with one sentence at lower level, then increase), in groups/pairs and individually

## RESOURCES

- *Sing, Dance, Laugh and Eat Tacos* CD series by Barbara MacArthur
- Various Internet resources (i.e. YouTube song videos, teacher resources)
- SeñorWooly.com materials
- TPRS resources (Blaine Ray, Carol Gaab, and other authors), including novels, teacher guides and on-line forum
- Teacher's personal library of authentic rhymes and children's songs
- Flash cards, teacher-generated manipulatives and realia
- Teacher iPad/Apple TV (where available)
- Authentic music from teacher's music library

## INSTRUCTION

The teacher will:

- Present the new vocabulary and structures and use them in context
- Provide multiple opportunities to practice new vocabulary and structures via listening, speaking skills and adding more reading and writing skills, especially in 5<sup>th</sup> grade
- Recycle/review past vocabulary
- Create scenarios for students to act out a story using the vocabulary
- Ensure that students understand spoken and written Spanish
- Use Smartboard for presentation of materials
- Use iPad and other applications to assist in creation and presentation of materials
- Provide handouts to students
- Teach reading strategies – i.e. looking for cognates, when to look up an unfamiliar word, reading for general meaning
- Provide manipulatives, realia and visuals to enhance comprehension
- Use authentic music and teaching songs that reinforce culture and class topics
- Use the target language to personalize the lesson whenever possible
- Use Spanish predominantly in class

*Prepared by Amy O'Leary, Spanish Teacher  
January 2015*

## **GRADE 5: ART**

The purpose of the art program is to further develop students' understanding of art, both in the existing artwork recognized by our culture and others as well as the concepts used in art-making. Art is examined as a formal subject and also as it relates to other subjects in the curriculum. Students enhance their creative, critical and analytical thinking while working on individual and group projects.

### **OBJECTIVES**

#### **Art Elements**

Students will:

- explore line as a means to describe and express.
- develop understanding of volume and depth as aspects of space.
- study and fine-tune the application of light and dark: values.
- define further color theory and apply towards artwork.
- express understanding of shape, composition and texture in collage form.
- explore personal identity through the creation of self-portraits.
- further recognize and solve the challenges in creating a 3D work of art versus a 2D piece.

#### **Art in Culture and Nature**

Students will:

- create understanding of the relationship between various cultures viewing similarities in cross-cultural art forms.
- look at the differences between cultural art forms and learn to recognize the characteristics that make each culture's art unique.
- distinguish between organic and artificial lines and shapes.
- explore identity and its practical application in creating unique personal artwork.
- Further draw upon their knowledge of creating a visual narrative.

#### **Art and History**

Students will:

- look at, discuss, and create artwork based on various artists throughout history including but not limited to, surrealists, impressionists, and abstract artists.
- explore the artwork or diverse cultures both recent and ancient.

#### **Art Experiences**

Students will:

- define and understand portraits and proportions of the face.
- explore optical illusions, how they work, creating one of their own.
- explore 3D art through the use of clay.
- create artwork that is reflective of various major seasons such as Christmas, Thanksgiving, and Valentine's Day.

## **MATERIALS**

- Art Posters
- Library Books
- Art Reference Materials in Art Room
- Slides/PowerPoint presentations
- Computer/computer projector
- Art Media: pencils, pastels, paint, plaster of paris, clay, recycled materials, paper, and related materials.

### **Instruction**

Teacher will introduce content via lecture and classroom discussion. Afterwards, teacher will demonstrate steps toward completion of project, outlining expectations which will at times be stated in writing. Students will complete art project and if time allows, some students will present their work to class, describing their process and inspiring further discussion and constructive evaluation.

*Updated by Jeff Moses  
August 27, 2014*

## **GRADE 5: COMPUTER**

The purpose of the computer curriculum for grade five is that students will be able to use several computer programs to create a document, save and retrieve that information. The purpose is also to practice proper typing techniques and to practice grade level skills using available software. Students come to the computer lab once a week for 30 minutes and work with the computer teacher.

### **OBJECTIVES**

Students will be able to:

- Practice correct keyboarding techniques
- Save and retrieve original documents
- Perform multitasking using two or more programs
- Save to and retrieve information from the student's stored folder
- Resize, maximize, and minimize windows
- Cut, copy and paste in a document
- Import and export graphics
- Create a presentation in Google applications
- Use Internet skills to search safely
- Understand how to and be challenged to create web pages that present data and multimedia on the web, students will collaborate in the creation of web sites that will improve educational content on the web.

### **MATERIALS**

- Dell Core i5, there is one for each student. Each student computer has a 17 inch monitor, keyboard, mouse and headphones.
- Smart Board
- Apple iPad Air

### **SOFTWARE**

- Microsoft Office
- Apple Apps

### **INSTRUCTION**

The teacher will:

- Use direct instruction and demonstration of software to present lesson. This can include Smartboard and/or other available technology
- Facilitate classroom discussion related to material being presented
- Oversee students as they work independently

*Updated by Kerrie Abate  
October 10, 2014*

## **GRADES 3-5: PHYSICAL EDUCATION**

The purpose of the physical education program for grades 3-5 is to reinforce locomotor skills, introduce sport specific skills, and learn how to develop healthy life skills. This is accomplished through individual and team based activities.

### **OBJECTIVES**

Students will:

- practice different locomotor skills (hopping, skipping, galloping, etc.)
- play holiday and history based tag games
- identify space awareness (personal space)
- practice coordination skills for sport specific games, i.e soccer (kicking), baseball (throwing and catching), hockey (stick handling), basketball (dribbling and shooting)
- perform physical fitness testing, shuttle run, push-ups, sit-ups, sprinting and distance running
- learn team building exercises
- learn cooperative games for team work

### **MATERIALS**

- outside play area covered with Field Turf
- outdoor basketball court, indoor basketball court, and playground
- multicolored disks and cones
- rubber dots and bases
- multicolored pinnies
- basketballs, soccer balls, floor hockey sticks, playground balls, tennis balls,
- wiffle balls, etc.
- cd player

### **INSTRUCTION**

Students in grades 3-5 come to physical education twice a week for 40 minutes and work with the physical education teacher. The first five minutes of the class are spent in warm-up lines with monthly leaders leading the warm-up. Students gather to listen to the instructions and demonstrations. Class is ended with a 2-3 minute cooling down and review.