

5TH GRADE CURRICULUM
TRINITY LUTHERAN SCHOOL
824 WISCONSIN AVE.
SHEBOYGAN, WI. 53081

RELIGION

Text: *Bible, Voyages* - Concordia Publishing House, c. 2001.

Course Description: The fifth grade materials of the *Voyages* curriculum are designed primarily to teach students about the key concepts of faith such as Law, Gospel, confession, repentance, forgiveness, and grace while focusing specifically on the person, attributes, and work of God the Father. 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. These lessons emphasize the petitions of the Lord's Prayer and their explanations written by Dr. Martin Luther in the *Small Catechism*. 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.

Expectations: The students will complete the exercises in the textbooks thoughtfully and neatly. Parents are encouraged to assist the students with lesson preparation and to use the Bible and religion text for family devotions. With the guidance of the Holy Spirit students will actively live their faith out of love and thankfulness for Jesus and His redemptive works.

MEMORY

Text: *Bible, Voyages, Lutheran Service Book, Luther's Small Catechism*

Course Description: Realizing the importance and power of the Word of God in the lives of Christians, memory work is an integral part of Christian education. Students will memorize selections from the resources listed above.

Expectations: Parents are asked to supervise the learning of these memory selections. Students recite the passages in class. Quizzes are given periodically.

LANGUAGE ARTS

Text: *Spotlight on Literature*, Macmillan McGraw-Hill, c. 1997.

Course Description: *Spotlight on Literature* is an integrated reading and language arts program. The program helps fifth grade students to gain an appreciation and excitement for authentic children's literature. The students are encouraged to locate and read many fine examples of children's literature. Monthly class trips are made to Mead Public Library as well.

Spelling, speaking, listening, viewing, and writing will be taught in addition to reading skills. The study and practice of these skills are built around themes. Each of the 6 units includes a theme. They are Scenes of Wonder, Worlds of Change, Winning Attitudes, Getting to Know You, Take the High Road, and Zoom In! By relating these skills to an interesting theme, the students will enjoy learning.

In particular, the class will study fiction, nonfiction, poems, mysteries, folk tales, photo essays, biographies, tall tales, science fiction, and autobiographies. Students will learn how to write sentences, paragraphs, stories, poems, and letters using correct capitalization and punctuation. They will also improve their communication and listening skills through the use of plays, speeches, broadcasts, interviews, debates, etc. 6 +1 Trait writing (ideas, organization, voice, word choice, sentence fluency, conventions, presentation) will be taught and practiced in Language Arts classes as well as in other curricular areas. In addition, class novels will be incorporated as part of the reading program.

Projects: Incentive programs, i.e. Book It, Read to Succeed, Accelerated Reader.

Expectations: In addition to the text, the student completes a contract to meet his/her reading goal for the quarter. Students should pass at least one Accelerated Reader test each quarter. Projects or reports will be done to share with the teacher or the class.

SPELLING

Text: *Spelling Connections*, c. 2007

Course Description: Each week there will be a pre-test usually on Monday and a final test usually on Friday. The students will make connections between spelling and thinking; spelling and vocabulary; spelling and reading; and spelling and writing. Spelling rules and strategies will be learned.

LANGUAGE

Text: *Harcourt Language*, c. 2002

Course Description: Grammar is taught with the purpose of making clear to the students the orderly structure of their language, a picture of God's orderly plan for the world and for their lives. The grammar is taught in a useful, practical way -- in conjunction with composition and oral usage. The student sees how each word has a job, how words fit together to form sentences, how sentences fit together to make paragraphs, and how paragraphs fit together to make longer reports. In other words, the student is guided in developing complete and orderly thoughts -- to learn to reason and think. (Topics: synonyms, antonyms, homonyms, dictionary, thesaurus, subject/verb agreements, verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, sentence diagramming, direct/indirect objects, predicate nominative/adjective, good sentences, friendly letters, business letters, thank you notes, postcards, paragraphs, encyclopedia, research report, book reports, capitalization, punctuation rules, etc.)

Expectations: Students will have assignments and periodic tests. Students should use their language skills in all subject areas.

HANDWRITING

Text: *Zaner –Bloser Handwriting*, c. 2003

Course Description: Correct body, paper, and finger positions are stressed as the students practice the important factors in handwriting: smoothness, spacing, slant, shape, size, alignment, and speed. Manuscript writing is reviewed also.

Expectations: Student commitment to good handwriting is essential. Neat handwriting is expected in all written work.

MATH

Text: *Math 6/5 – Third Edition – Saxon*, c. 2004

Time: Everyday

Course Description: Students will acquire skills in 1) addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, 2) division with one and two digit divisors, 3) measurement using customary and metric units, 4) the meaning of lowest terms and least common denominator in regard to fractions, 5) geometry (lines, angles, polygons, and geometric solids), 6) graphing and ratios, and 7) problem solving, mental math, estimation, and critical thinking. Math facts (addition, subtraction, multiplication, and division) must be memorized. Daily classroom drills aid the development of these math facts and mental math strategies. Students are given opportunities to use manipulatives to learn math concepts. Daily lessons lead students in the incremental development and continual review of skills.

Expectations: Math facts must be practiced continually (at home) by the student. Neatness and promptness in daily work is necessary. Tests are given after every five lessons. A positive attitude and a commitment to long-term practice are necessary to progress toward higher levels of mathematics.

SOCIAL STUDIES

Text: *United States History* - Houghton Mifflin , c. 2008.

Course Description: Fifth graders will study the people, history, geography, and cultures of North America. As they study history they will meet real people through many firsthand accounts included in the text. Through these accounts the students will see that history is filled with people whose lives and decisions may affect us yet today. From a history perspective, fifth graders will study (1) the first

inhabitants of North America and the European explorers, (2) colonial life and the birth of the United States, (3) westward expansion and the Civil War, and (4) life near the turn of the 20th century. They will also see and appreciate that America is a country made up of people from many different cultures from around the world. Geography skills will be learned and practiced so that students will better understand the world around them as they interact with it.

Expectations: Students will complete assignments and projects. Tests are given at the end of each chapter. Students are expected to be observant of city, state, country and world news since time will be spent discussing news events from around the world.

SCIENCE

Text: *Science Discovery Works* – CPH, c. 1999.

Course Description: This Science textbook shows how God created the universe according to His perfect plan. He is a God of order, and His creation shows that order. The laws of nature are set by Him. This science series provides a solid foundation in science, which is based on the Word of God and national science standards. Investigating God's World fascinates students by presenting things that they can see, observe, and understand in the world around them. The course leads the students continually from the known to the unknown by teaching important science concepts within the context of things that they can see and know. Above all other concepts, the textbook presents the world as the creation of God and glorifies Him as its Sustainer and Upholder.

The Fifth Grade Science Curriculum will cover the following three areas of science: Life Science (plants, populations and ecosystems), Physical Science (energy, work, machines, light, and sound), and Earth Science (the solar system, universe, and the earth).

Projects: Students participate in classroom experiments. Students are taught the scientific process which would be used as they participate in science fairs.

Expectations: Quizzes and Chapter Tests are given. Complete and neat work is expected. Students can work with parents to design experiments that will help to answer questions about scientific matters.

ART

Text: *Art in Action* - Coronado Publishers, c. 1987.

Course Description: Students receive instruction and hands-on experience with various aspects of art which may include: line, sketching, color, painting, texture, sculpture, crafts, and religious and seasonal art. Mrs. Kelm visits the classroom each month to lead the class in an art appreciation experience.

Projects: Students' artwork is displayed on bulletin boards and walls at school.

Expectations: Students should give their best effort at all times.

PHYSICAL EDUCATION/HEALTH

Course Description: Individual and group activities and games are used to develop healthy bodies and to develop cooperation among other students. Calisthenics and running are a part of every physical education period. In Health classes the students will learn about the skeletal, muscular, and nervous systems of the human body. Proper care for the body will also be discussed.

Projects: Students will participate in SALSA's track and field day in May. A physical fitness test will be given in the fall and spring to determine the advancement of physical fitness. Students may earn awards by placing in the top percentiles in every test.

Expectations: Students are expected to give their best effort in all activities.

COMPUTER

Software: UltraKey, AppleWorks, Inspiration, CD-ROM references, Microsoft Office

Course Description: Students will learn/review keyboarding skills using UltraKey. Word processing software will be available for use in writing reports. Internet searches related to curricular topics will be conducted.

Projects: Software will be available during the year to increase their knowledge in other curriculum areas. Teacher directed and supervised internet access will supplement various courses of study.

Expectations: Students will respect the computer as a valuable tool in learning and will learn to use it ethically.

MUSIC

The Fifth Grade Music Curriculum is basic music theory. Students are introduced to basic concepts of music notation (note values, pitch names, etc.) and how they fit together to describe the composer's desired sound. The overall goal is to develop the skills necessary to sing an unfamiliar congregational hymn in church with confidence.

FOREIGN LANGUAGE - German

Text: Teaching Materials: *Komm mit!* (German Level 1 - Holt), *Expanded Video Program "Komm mit!"* (Holt), *Workbook "Komm mit!"* (Holt), *Interactive "Komm mit!" CD-Rom Program, Level 1* (Holt), *Audiocassette Program "Komm mit!"* (Holt)

Course Description: Fifth grade lessons include German abbreviations, articles in classroom, hello and good bye (formally, informally), asking someone's name, forming questions, definite articles (der, die, das), asking someone's age and giving yours, subject pronouns, verb to be, forming affirmative and negative statements, talking about where people are from, talking about how someone gets to school, long vowels (e, ä, ü), culture (German, Austrian, Swiss, Liechtenstein - Europe), map skills (German states, capitals, geography of German speaking countries, neighboring countries of Germany. map study of U.S. cities with German names, different ways of transportation.

Projects: create a travel poster

Expectations: Students will respond to questions by speaking in German. They will study assigned homework (memorize songs, prayers and new vocabulary, know spelling where assigned), have homework on time, be ready for quizzes, participate in classroom discussions, apply learned skills in reading new material and forming sentences using the right grammatical structure.

FOREIGN LANGUAGE - Spanish

Text: *Spanish for Beginners*, c. 1987.

Course Description: Fifth grade lessons include Spanish abbreviations, hello and goodbye (formally and informally) conjugating verbs, basic conversation, alphabet, and numbers.

Projects: Pinata, comic strips, and brochures

Expectations: Students will respond to questions by speaking in Spanish. They will study assigned homework (memorize songs, prayers and new vocabulary, know spelling where assigned), have homework on time, be ready for quizzes, participate in classroom discussions, apply learned skills in reading new material and forming sentences using the right grammatical structure.

SPECIAL ACTIVITIES

Track and Field Day, SALSA Music Festival, Forensics, Scholastic Olympics, sports, and Outdoor Education are events in which we participate. Science, math, art, writing, and history are experienced at Camp Matawa the week before Memorial Day.

DISCIPLINARY PROCEDURES

Students are encouraged to act in a Christian manner at all times. However, sin causes inappropriate behavior during the year. The 5th graders will follow these guidelines: 1) We will respect others. 2) We will help students who are not being respected. 3) We will make a point to include students who become easily left out. Various proactive, preventative strategies, as well as corrective strategies, will be used to encourage proper behavior. We care about each student and will do what is necessary to help each student to be successful in grade 5.