

# 5<sup>th</sup> Grade 2008 - 2009

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## **Brief Course Descriptions:**

Consistent with the prescribed California State Standards and the Diocese of Monterey for the subjects: religion and family life, reading, writing, math, science, social studies, and conforming to Good Shepherd's Curriculum (revised 2001), the following courses will focus on:

**Reading:** An inquiry based upon the question "what do readers do?" Examining the craft found within books and how they are utilized to construe theme, feelings, and meaning. Students will learn how to view literature as writers.

**Language Arts:** The craft of writing (using various forms), embedding grammar and spelling into the action of writing. Developing the connection found between reading and writing and how reading can positively affect your writing.

**Math:** Mastering addition, subtraction, multiplication, and division functions. Learning about decimals, fractions, and percents individually and exploring their connections. Developing a more complex understanding of algebra, geometry and statistics.

**Science:** The work of a scientist: their actions and thought processes (refer to the 5<sup>th</sup> Grade Science Syllabus for more detail)

**Social Studies:** United States History

**Religion:** Living a Sacramental Life

### **Objectives:**

The following have been adapted from our Schoolwide Student Learning Expectations (SLE's).

The student will demonstrate the qualities of an *Active Christian* who:

- values the teachings of Jesus, especially in light of the sacraments and their meaning/purpose
- knows and honors Catholic doctrine
- possesses a positive sense of self, as a child of God deserving of respect and dignity and offering the same to others
- appreciates that other people, cultures and nature are all a part of God's creation

The students will achieve the skills of a *Life-Long Learner* who:

- can think critically and is learning to recognize different points of view
- has the skills developed beyond 5<sup>th</sup> grade
- is an effective communicator about their academic, social-emotion, and physical needs
- applies their learning to appropriate life situations
- works cooperatively with others, demonstrating tolerance and respect

The student is a *Globally Aware Individual* who:

- actively provides community service to others
- develops the skills to communicate with others and appreciate their differences
- is aware of current events and their affect on life

### **Instructional Resources:**

**Religion:** God. The Bible. (2003). St. Mary's Publishing.

Rev. Richard N. Fragomeni, Blest We Are, Scott Foresman  
Silver Burdett Ginn, Fully Alive

Online resources, handouts and supplemental publications as provided.

**Reading:** various pieces of literature (chapter and picture books from different genres will be utilized)

**Language Arts:** Wood-Ray, Katie, Wondrous Words, National Council of Teachers English c 1995  
Fletcher, Ralph, A Writer's Notebook, Harper Trophy c 1992  
Knight, Tanis, Tap the Deck, Stack the Deck Inc. c 2005  
Pescosolido, John, Spelling, Steck-Vaughn c 1994

**Math:** McGraw-Hill

**Science:** Various books, magazines, and online sources will be used according to the topic of study. Professionals will be utilized whenever possible.  
(Reference lists can be provided for each unit if requested)

**Social Studies:** America Will Be - Houghton Mifflin  
Various pieces of literature will also be used to better understand various people's experiences surrounding events in U.S history.

**Requirements & Assignments:**

There are 5 categories of requirements weighted as follows:

Participation	30%
Classwork	20%
Homework	15%
Quizzes, Tests & Portfolio	35%

\*in subjects where no quizzes are given and rubrics are the main form of assessment, the 15% quiz portion will be folded into the test & portfolio section.

For most special assignments and projects, rubrics will be provided to students on the day a project is announced, so as to provide students with a clear set of expectations on how the assignment is to be assessed and evaluated (graded). In other cases rubrics will be co-constructed by the students and teacher then framed by the teacher for the same purpose. Adequate time will be provided to complete individual and group projects.

Students will provide me with a self-assessment of their participation and effort before formal grades are distributed periodically (progress reports and report cards). They may be asked also to provide self-assessments on other assignments throughout the year. For projects and some classwork activities students may be asked to assess one another.

Participation grades should reflect active listening and contribution to class discussions. Students do not have to be right when they share with the class, but their comments should reflect critical thinking and healthy reflection.

Students are urged to keep their assignments in the various receptacles provided. Work should not be thrown away or discarded, as tests and projects may require them to study previous activities in order to demonstrate growth and learning.

Quizzes will assess learning from in class and homework. Open notes may sometimes be allowed for quizzes, but never for tests.

**Late Work Policy:**

- Oct. 6 for 1<sup>st</sup> Trimester Progress Reports distributed on Oct. 13
- Nov. 14 for 1<sup>st</sup> Trimester Report Cards distributed on Nov. 21
- Jan. 15 for 2<sup>nd</sup> Trimester Progress Reports distributed on Jan. 22
- Feb. 27 for 2<sup>nd</sup> Trimester Report Cards distributed on March 6
- April 2 for 3<sup>rd</sup> Trimester Progress Reports distributed on April 9
- May 29 for 3<sup>rd</sup> Trimester Report Cards distributed on June 5

For make up work due to unavoidable absences please review the Family Handbook p.10.

If you have any questions, comments, or concerns you may contact me by phone, email or in person. We have already begun to build a strong community in the 5<sup>th</sup> grade. I know we will gain strength as we learn, grow, and explore while on our path to become Active Christians, Life-long Learners, and Globally Aware Individuals.