



**ST. MARY ACADEMY**  
**BAY VIEW**

**MODEL CONTENT STANDARDS**  
**&**  
**GRADE LEVEL EXPECTATIONS**

**GRADE 5**

**Course Title: Language Arts**

**Grade: 5**

**Full Year**

**Text:** *Grammar Workshop*, Level Blue, Sadlier-Oxford, Inc., 2013  
*Vocabulary Workshop*, Level Blue, Sadlier-Oxford, Inc., 2011  
Trade Books

**Course Description:** The fifth grade will develop their language arts skills to better understand themselves and the world around them. Students will read and analyze a wide variety of class assigned and self selected texts from different genres. The focus of English Language Arts is on building higher level thinking skills to evaluate, analyze, summarize and compare/contrast various works of fiction, nonfiction and informational texts. Students will draw evidence from research in order to logically support a writer's purpose across all content areas integrated with multimedia. Students will continue to develop their speaking skills in order to express their ideas clearly and effectively. In addition, they will refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

**Course Outcomes:**

Upon completion of this Grade 5 language arts course the student will:

1. Respond to literature by making connections based on author, genre, theme, and different discipline areas;
2. Read independently and respond personally, creatively, and critically to literature;
3. Work cooperatively to develop decoding strategies, vocabulary knowledge, and a greater understanding of word relationships;
4. Demonstrate an understanding of phonics relative to Greek and Latin roots, affixes, prefixes, suffixes, root words, syllable division, and compounds;
5. Demonstrate in speaking and writing an understanding of the mechanics and use of correct grammar;
6. Analyze text by making references and inferences, organizing information, and summarizing;
7. Effectively utilize the writing process.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

I. Literature

- Types of figurative language
  - Similes
  - Metaphors
  - Personification
  - Onomopoeia
  - Hyperbole
  - Idioms
  - Symbolism
  - Imagery
  - Alliteration
- Cause and effect
- Characterization
- Comparing and contrasting text
- Drawing inferences
- Main idea
- Mood
- Plot
- Point of view

- Setting
- Theme
- Tone

## II. Word Study

- Analogies
- Compounds
- Context clues
- Definitions
- Homonyms/homophones
- Multiple-meaning words
- Prefixes
- Root words
- Suffixes
- Syllable division
- Synonyms and antonyms

## III. Writing

- Selection of topic
- Sentence variety
- Prewriting strategies
- First draft
- Proofreading
- Conferencing and revising
- Publishing
- Writing for a variety of purposes and audiences

## IV. Study Skills

- Bibliographies
- Using search engines
- Dictionaries, glossaries, thesaurus
- Evaluating references
- Note-taking
- Study guides
- Parts of a book

## V. Grammar: Mechanics and Usage

- Kinds of sentences (declarative, interrogative, imperative and exclamatory)
- Subjects and predicates (simple and complete)
- Simple, compound and complex sentences
- Sentence fragments and run-ons
- Nouns (common, proper, singular, plural, possessive and appositives)
- Verbs (action, linking, being, and tense)
- Adjectives (comparing, proper, articles, demonstrative, comparing)
- Pronouns (subject, object, possessive and contractions with pronouns)
- Adverbs (comparing, negatives,
- Prepositions, conjunctions, interjections

## VI. Punctuation and Capitalization

- Periods and commas
- Quotation marks
- Capitalization rules

**Course Objectives:**

Upon completion of this language arts course students will:

1. Engage in oral discussions in small and large groups about class material;
2. Create videos or presentations that reinforce and enrich class work;
3. Work independently and cooperatively in creative writing exercises;
4. Write using story prompts;
5. Write for a variety of purposes and audiences;
6. Enjoy guest speakers and engage in discussion about the topic addressed;
7. Give oral presentations on teacher-generated topics;
8. Engage in teacher-directed activities such as practice exercises, educational games and using their iPads;
9. Use technology to communicate and collaborate with others.

**Assessments:**

1. Teacher observations
2. Written and oral tests
3. Creative writing activities
4. Worksheets: spelling comprehension, grammar practice activities
5. Illustrations
6. Homework
7. Daily class work
8. Class participation
9. Projects
10. Technological assessments
11. Standardized testing

**Course Title: Social Studies**

**Grade: 5**

**Full Year**

**Text:** *The United States: Making a New Nation*, Harcourt, 2010

**Course Description:** The fifth grade will study the early history of the United States. They will learn about how geography and climate affected the Native Americans, the cultural differences and competitions that led to conflicts among many people in the Americas, how the thirteen colonies were founded and the governments and ideas that developed, what events led up to the American Revolution and how our country grew as a nation.

**Course Outcomes:**

Upon completion of the fifth grade social sciences program, the students will be able to:

1. Demonstrate a better understanding of map and globe skills including the difference between latitude and longitude and how to find and cite them, the global grid system, hemispheres, and measuring distance on a map.
2. Analyze United States history and its system of government.
3. Explain the involvement of the United States in peace and war as well as in the lives of individuals.
4. Explain the significance of events in the history of the United States.
5. Explain the significance of contributions made by specific individuals.
6. Expand study skills through note-taking, summarizing, outlining, research skills, and through gathering and evaluating information.
7. Articulate an appreciation for the history and the concept of democracy.
8. Demonstrate a respect for the rights of all people.
9. Express a respect for diversity as the strength of our country in the past, the present, and for the future.

**Course Content:**

- I. Native Americans
  - Early People
  - Eastern Woodlands
  - The Plains
  - The Southwest and the West
  - The Northwest and Arctic
- II. The Age of Exploration
  - Exploration and Technology
  - A Changing World
  - Spanish Explorations
  - Other Nations Explore
- III. Building the First Colonies
  - The Spanish Colonies
  - The Virginia Colony
  - The Plymouth Colony
  - The French and Dutch
- IV. The New England Colonies
  - Settling New England
  - Life in New England
  - New England's Economy

## V. The Middle Colonies

- Settling the Middle Colonies
- Life in the Middle Colonies
- Busy Farms and Seaports

## VI. The Southern Colonies

- Settling the South
- Life in the South
- The Southern Economy

## VII. The Colonies Unite

- Fighting for Control
- Colonists Speak Out
- Disagreements Grow
- The Road to War
- Declaring Independence

## VIII. The Revolutionary War

- Americans and the Revolution
- Fighting for Independence
- Winning Independence
- The Effects of the War

## IX. The Constitution

- The Constitutional Convention
- Three Branches of Government
- The Bill of Rights
- A Constitutional Democracy

## X. The Young Republic

- Exploring the West
- Expanding Borders
- From Ocean to Ocean
- New Ideas and Inventions

### ***Course Objectives:***

1. Students will reinforce concepts by taking notes and studying them.
2. Students will read text, listen to, and discuss teacher generated instruction.
3. Students will be involved in oral presentations.
4. Students will describe and explain some key concepts about our country's early people, who explored our country and created colonies, conflicts that arose and how our government formed.
5. Students will view and discuss relevant videos.
6. Students will participate in relevant field trips.

### ***Assessments:***

1. Teacher observation
2. Class participation
3. Oral and written activities
4. Individual hands-on projects
5. Small group work

6. Multimedia presentations
7. Tests
8. Quizzes
9. Homework

**Course Title: Mathematics****Grade: 5****Full Year****Text:** *Envision Math 2.0*, Pearson Education Inc., 2017

**Course Description:** This course emphasizes the concepts associated with the four operations: addition, subtraction, division, multiplication, place value, expression of numbers, geometry, measurements, decimals, fractions, probability, ratios, statistics, understanding and computerizing their graphs, proportions, and percentages at the student's academic levels. The students actively utilize problem-solving techniques and practices. Students are encouraged to use these strategies and techniques to engage in making good decisions, not only in math class, but also in their everyday life at home and in the community.

**Course Outcomes:**

Upon completion of this Grade 5 mathematics course the student will:

1. Demonstrate an understanding of place value, addition, subtraction, multiplication and division.
2. Use effectively decimals and fractions to solve age-appropriate problems.
3. Demonstrate a basic understanding of simple geometric figures, measurements, and units of length, volume, and graphing.
4. Use probability strategies successfully.
5. Actively engage in problem solving strategies.
6. Utilize mathematical tools and strategies in solving problems in everyday life.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course:

**I. Understand Place Value**

- Patterns with Exponents and Powers of 10
- Understand Whole-Number Place Value
- Decimals to Thousandths
- Understand Decimal Place Value
- Compare Decimals
- Round Decimals
- Problem Solving - Look for Structure

**II. Add and Subtract Decimals to Hundredths**

- Mental Math
- Estimate Sums and Differences
- Use Models to Add and Subtract Decimals
- Add Decimals
- Subtract Decimals
- Add and Subtract Decimals
- Problem Solving - Model with Math

**III. Fluently Multiply Multi-Digit Whole Numbers**

- Multiply Greater Numbers by Powers of 10
- Estimate Products
- Multiply 3-Digit by 2-Digit Numbers
- Multiply Multi-Digit Numbers
- Solve Word Problems Using Multiplication
- Problem Solving - Critique Reasoning

#### IV. Use Models and Strategies to Multiply Decimals

- Multiply Decimals by Powers of 10
- Estimate the Product of a Decimal and a Whole Number
- Use Models to Multiply a Decimal and a Whole Number
- Multiply a Decimal by a Whole Number
- Use Models to Multiply a Decimal by a Decimal
- Multiply Decimals Using Partial Products
- Use Properties to Multiply Decimals
- Use Number Sense to Multiply Decimals
- Multiply Decimals
- Problem Solving - Model with Math

#### V. Use Models and Strategies to Divide Whole Numbers

- Use Patterns and Mental Math to Divide
- Estimate Quotients with 2-Digit Divisors
- Use Models to Divide with 2-Digit Divisors
- Use Partial Quotients to Divide
- Divide by Multiples of 10
- Use Estimation to Place the First Digit of the Quotient
- Divide by 2-Digit Divisors
- Problem Solving - Make Sense and Persevere

#### VI. Use Models and Strategies to Divide Decimals

- Patterns for Dividing with Decimals
- Estimate Decimal Quotients
- Use Models to Divide by a 1-Digit Whole Number
- Divide by a 1-Digit Whole Number
- Divide by a 2-Digit Whole Number
- Use Number Sense to Divide Decimals
- Divide by a Decimal
- Continue to Divide with Decimals
- Problem Solving - Reasoning

#### VII. Use Equivalent Fractions to Add and Subtract Fractions

- Estimate Sums/Differences of Fractions
- Find Common Denominators
- Add Fractions with Unlike Denominators
- Subtract Fractions with Unlike Denominators
- Estimate Sums/Diff. Of Mixed Numbers
- Use Models to Add/Subtract Mixed Numbers
- Add/Sub Mixed Numbers
- Problem Solving - Model with Math

#### VIII. Multiplying Fractions

- Models to Mult. a Whole Number by Fraction/Fraction by Whole Number
- Multiply Fraction by Whole Number
- Models to Mult. 2 Fractions
- Multiply 2 Fractions
- Area of a Rectangle
- Multiply Mixed Numbers
- Multiplication as Scaling
- Problem Solving - Make Sense and Persevere

## IX. Dividing Fractions

- Fractions and Division
- Fractions and Mixed Numbers as Quotients
- Use Multiplication to Divide
- Divide Whole Numbers by Unit Fractions
- Divide Unit Fractions by Non-Zero Whole Numbers
- Solve Problems Using Division
- Problem Solving - Repeated Reasoning

## X. Understanding Volume Concepts

- Model Volume
- Develop a Volume Formula
- Volume of Prisms
- Combine Volume of Prisms
- Solve Word Problems Using Volume
- Problem Solving - Use Appropriate Tools

## XI. Convert Measurements

- Convert Customary and Metric Units of Length
- Convert Customary and Metric Units of Capacity
- Convert Customary and Metric Units of Weight/Mass
- Solve Word Problems Using Measurement Conversions
- Problem Solving - Precision

## XII. Represent and Interpret Data

- Analyze Line Plots
- Make Line Plots
- Solve Word Problems Using Measurement Data
- Problem Solving - Critique Reasoning

## XIII. Algebra: Write and Interpret Numerical Expressions

- Order of Operations
- Evaluate Expressions
- Write and Interpret Numerical Expressions
- Problem Solving - Reasoning

## XIV. Graph Points on the Coordinate Plane

- The Coordinate System
- Graph Data Using Ordered Pairs
- Solve Problems Using Ordered Pairs
- Problem Solving - Reasoning

## XV. Algebra: Analyze Patterns and Relationships

- Numerical Patterns
- Analyze and Graph Relationships
- Problem Solving - Make Sense and Persevere

## XVI. Geometric Measurement: Classify Two-Dimensional Figures

- Classify Triangles
- Classify Quadrilaterals
- Problem Solving - Construct Arguments

**Course Objectives:**

1. Students will practice skills on white boards.
2. Students will reinforce learned concepts and skills through small and large group work.
3. Students will receive large group instruction from the teacher.
4. Students will work with manipulative and other hands-on resources.
5. Students will complete worksheets and sections of workbooks under the supervision of the teacher and independently at home.
6. Students will be surrounded with an environment that encourages learning.

**Assessments:**

1. Teacher observations
2. Tests and quizzes, objective and essay type
3. Oral Activities
4. Class Participation/Discussion
5. Technological Assessments
6. Small group work and cooperative learning projects
7. Game-style reviews
8. Problem solving/Performance assessments
9. Homework
10. Star Testing

## **Performing Arts**

**Course Title: Introduction to String and Choral Music**

**Grade: 5**

**Full Year**

**Text:** Suzuki Violin Book 1 By: Shinichi Suzuki  
Suzuki Cello Book 1 By: Shinichi Suzuki  
Suzuki Viola Book 1 By: Shinichi Suzuki  
Strictly Strings Violin Book 1 By: Jacquelyn Dillon  
Strictly Strings Viola Book 1 By: Jacquelyn Dillon  
Strictly String Cello Book 1 By: Jacquelyn Dillon

**Additional Resources:** Liturgical music (Breaking Bread - Oregon Catholic Press, 2006) and various other music sources, CDs and tapes.

### ***Course Outcomes:***

The Elementary general music program strives to give the student an opportunity to:

1. Express herself creatively;
2. Build self-confidence;
3. Learn to interact with her fellow classmates
4. Develop a love and appreciation for music and all the arts.
5. Complete and demonstrate competency of String Karate Curriculum
6. Play confidently alone and with classmates
7. Learn to sing in two and three part harmony

Through playing a string instrument of her choice, movement, and vocal exploration, the student learns to use her whole mind, body, and spirit in experiencing the universal language of music and instrumentation.

### ***Course Content:***

Paying attention to the National Standards, students will have opportunities to:

- Sing solo
- Play solo on instrument
- Sing with a group
- Play instrument with a group
- Develop listening skills
- Compose their own songs
- Learn about famous composers
- Learn intermediate music theory and form
- Discover cultural connections with various styles of music, lyrics, and instrumentation.
- Perform as a string ensemble
- Perform as choral ensemble
- Perform and express themselves at school liturgies and concerts.

***Assessments:***

- Students are required to do their best in participating in all learning and listening skills.
- Students are required to be respectful and patient with themselves and each other.
- Students receive violin belts as they master specific songs showing competency
- Students are required to perform alone and with other with their instrument and vocally.

*Music students are encouraged to:*

- Explore their God-given talents
- Learn exciting new skills and appreciation that will last a lifetime;
- Share their knowledge and talents generously with the world around them and beyond.

**Course Title: Science****Grade: 5****Full Year****Text:** *Interactive Science, Pearson, 2016.**Various trade books*

**Course Description:** *Interactive Science* provides lessons that engage students in science inquiry; STEM activities; and problem-based, hands-on learning. Blended print and digital experiences engage students and support Next Generation Science Standards (NGSS). *Interactive Science* includes strong literacy connections for elementary learners. High-quality science resources, strategies, and guidance help teachers awaken students' sense of curiosity as they learn about science. The following are the topics and essential questions that students will be investigating throughout the year.

**Course Outcomes:**

Upon completion of this science course the student will:

1. Exhibit a positive attitude towards science;
2. Effectively channel her curiosity to find answers to her questions about her world;
3. Demonstrate an age-appropriate understanding of the concepts of the Solar System, Water Cycle, Properties of Matter and Forces in Motion;
4. Exhibit critical thinking skills and an awareness of the steps in the scientific method of investigation;
5. Make concepts relevant to their daily lives inside and outside of the classroom;
6. Demonstrate a set of study skills to facilitate further success in science.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Earth and Space
  - How does Earth Move?
  - What is a star?
  - What are the inner planets?
  - What are the outer planets?
  - What are asteroids, meteors, comets and moons?
- II. The Water Cycle and Weather
  - What is the Water Cycle?
  - What are the spheres of Earth?
  - What is weather?
  - How do clouds and precipitation form?
  - What is climate?
  - What are erosion and deposition?
- III. Properties of Matter
  - What makes up matter?
  - How can matter be described?
  - What are solids, liquids and gasses?
  - What are mixtures and solutions?
  - How does matter change?
- IV. Forces and Motion
  - What are forces?
  - What are Newton's laws?

- How are forces combined?
- How are shadows formed?

***Course Objectives:***

1. To absorb the concept of science through group activities and class discussions;
2. To explore the ideas of science and practice observation and data-gathering skills through hands-on experiments;
3. To have students read text, listen to and discuss teacher generated instructions;
4. To have students reinforce concepts by taking notes and studying them;
5. To have students explore concepts and build skills while engaging in STEM activities and experiments;
6. To have students view and discuss relevant videos;
7. To have students attend relevant field trips.

***Assessments:***

1. Oral question and answer sessions
2. Participation in class discussions
3. Lesson reviews and online quizzes
4. Teacher observation
5. Chapter tests
6. Homework
7. Hands-on activities and experiments
8. Projects and art work

## **THEOLOGICAL STUDIES DEPARTMENT**

### **MISSION STATEMENT**

The Department of Theological Studies functions to provide a complete theological foundation so as to empower its young women to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. To that end, the Theological Studies program enables the students in their self-discovery by challenging them to honest self-appraisal; exposing stereotypical thinking; examining media and cultural influences that inhibit self-valuation and the development of personal uniqueness. The department provides the student with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

### **THEOLOGICAL STUDIES DEPARTMENT GOALS**

Upon completion of the Theological Studies program, the students will:

1. Express their personal uniqueness through personal choices and lifestyles.
2. Recognize their relationship with God and express in worship, prayer, and service the faith that is in them;
3. Understand and appreciate the ways in which others find and respond to the divine Presence in the world;
4. Make informed decisions based on a clear understanding of the Judaeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
5. Demonstrate understanding of the interdependence of all life through reverence of the environment as God's stewards on earth.

#### ***Course Title: Religion***

**Grade: 5**

**Full Year**

**Text:** *We Believe: We Meet Jesus in the Sacraments*, William H. Sadlier, Inc. 2015.

*Circle of Grace* Safe Environment Training, Grade 5 Curriculum, Archdiocese of Omaha, 2013.

**Course Description:** Students gather in prayer at the beginning of every lesson and focus on their life as they begin each day's lesson. Each chapter presents the truths of the Catholic faith found in sacred scripture and traditions. To present the content of faith in ways that are age-appropriate, students are called to live out their discipleship among their peers, their families, and their school through prayer, song, actions, activities and service projects. The students become more familiar with Catherine McAuley, the foundress of the Sisters of Mercy, along with the Mercy Core Values and Critical Concerns. In addition we discuss the *Circle of Grace* and how to actively participate in a safe environment. The fifth grade theme is how media influences their *Circle of Grace*.

#### ***Course Outcomes:***

Upon completion of this religion course the student will:

1. Express a deeper relationship with Jesus Christ;
2. Participate in the sacramental life of the Church with understanding;
3. Articulate the importance of God's gifts of family and community;
4. Realize the importance to reach-out to others as a Christian obligation of our faith;

5. Understand the Church's Liturgical Year
6. Understand the importance of Catherine McAuley;
7. Become familiar with the Mercy Core Values and some of the Critical Concerns;
8. Participate in a safe environment for themselves and others;
9. Understand the influence of the media on their *Circle of Grace*;
10. Seek help from a trusted adult, reinforcing God's presence in their real life struggles.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

I. Jesus Shares God's Life with Us

- Jesus is the Son of God and shows God's love
- Jesus Shares His Mission with the Church
- The Church Celebrates the Seven Sacraments
- New Life in Christ
- Celebration of Baptism

II. Confirmation and Eucharist Complete our Initiation

- The Coming of the Holy Spirit
- The Celebration of Confirmation
- Jesus Christ the Bread of Life
- The Celebration of the Eucharist
- Living as Prayerful People

III. The Sacraments of Healing Restores Us

- We Turn to God
- The Celebration of Penance and Reconciliation
- Jesus, the Healer
- The Celebration of the Anointing of the Sick
- Mary: Model of Discipleship

IV. We Love and Serve As Jesus Did

- Faith, Hope, Love
- Called to Live as Jesus' Disciples
- Matrimony: A Promise of Faithfulness and Love
- Holy Orders: A Promise of Service for the People of God
- One, Holy Catholic and Apostolic

V. Church's Liturgical Year

- Advent
- Christmas
- Ordinary Time
- Lent
- Easter
- Second Segment of Ordinary Time

VI. Catherine McAuley

- Foundress of the Sisters Of Mercy
- Discuss the Mercy Core Values and Critical Concerns
- Students in grades 4 and 5 will be invited to participate in the *Friends of Mercy Club*

## VII. Circle of Grace

- What is the *Circle of Grace* and Why Do We Have It?
- Understand the Influence the Media Has on Our Circle of Grace

### ***Course Objectives:***

1. Students will discuss the various concepts in small and large groups.
2. Students will become acquainted with the various topics through oral and silent reading.
3. Students will express their understanding of concepts through art activities, creative writing and role playing.
4. Students will collaborate in planning and implementing liturgies and prayer services for the Lower School.
5. Students will participate in outreach programs to enhance their understanding of what it means to live as a good Christian.

### ***Assessments:***

1. Class Participation
2. Hands-on and Outreach Projects
3. Art Projects
4. Observations of how students utilize Christian values within a variety of real-life situations
5. Writing Assignments
6. Quizzes and Tests

**Course Name: Computer Science****Grade: 5****Full Year**

**Resources:** Code.org Course F, Blockly programming language, CS Unplugged, Computer Science for All, CommonSense.org, G-Suite for Education, Hello Ruby series by Linda Lukas, Legos Mindstorm Kits, EV3 Programming software, student iPads and Typing.com.

**Course Description:** The Grade 5 computer science class gives students multiple opportunities to code using different programming platforms. Students continue using nested loops, while loops, conditionals, events and functions. Students will create an interactive story in Game Lab. Using Lego Mindstorms NXT Kits students will build and program a robot that will complete a variety of challenges. They will discuss societal impacts of computing and the internet. All students will have G-Suite accounts which give them access to Google Docs, Drive, Slides and Sheets. The curriculum focuses on collaboration, investigation, persistence, problem solving.

**Course Outcomes:**

Upon completion of this class, the student will be able to:

1. Identify the main internal components of a computer their relationships and purpose.
2. Increase their proficiency in keyboarding by continuing to use home row and correct finger placement by practicing typing paragraphs and stories.
3. Create, edit and save files in G-suite including formatting fonts and adding and editing images.
4. Use Google Draw to insert images and videos into a Google application file.
5. Use Google email to communicate with faculty and students.
6. Students will incorporate user input their programs.
7. Explore the impact of the Internet and technology on society.
8. Build an autonomous robot designed for a specific task.
9. Create and download programs to complete a specific robot task
10. Use writing for planning and reflection.
11. Work cooperatively with other students.

**Course Content and Objectives:**

The following outline of course material covers the various concepts and skills that form the objectives of this course.

- I. Computer Basics
  - o Hardware identification and relationships
  - o Parts of the computer - RAM, ROM, Hard Disk, CPU, GPU Storage.
  - o Connect the parts of the computer to the appropriate step in the Information Processing Cycle
- II. Keyboarding
  - o Type using home row and correct finger placement
  - o Continuation of typing the Alphabet, Punctuation and Numeric Keys
  - o Practice keyboarding with paragraphs and stories.
- III. G-Suite - Google Apps for Education
  - o Create, save, edit and open files using Google Slides, Docs and Draw.
  - o Format fonts in Google applications.
  - o Add images to Google applications.
  - o Use Google draw to add a variety of file types to a Google file
  - o Create, send, receive and reply to email messages.
  - o Use best practices when creating email messages.
- IV. Programming
  - o Use algorithms in programming

- Debug programming errors
- Use while loops, nested loops, conditionals and events in programs
- Incorporate user input in their programs
- Program an autonomous robot using the Lego EV3 software to perform a variety of robot behaviors including movement and actions dependent on sensor input.

V. Building

- Using Lego Mindstorm NXT kit create a an autonomous robot with sensors and output devices.
- Modify building of the robot to perform different challenges.

VI. Digital Citizenship

- Discuss user information that some websites request or require
- Difference between private information and personal information
- Express what is safe and unsafe to share online.
- Learn how to protect themselves and their family from identity theft.
- Discuss societal impacts of computing and the internet

VII. Journaling

- Use a journal to plan plan programs and building
- Reflect on computer science concepts and activities in a journal.

VIII. Cooperative Learning

- Work in groups to solve problems and challenges
- Take part in paired programming lessons

## **WORLD LANGUAGE**

**Course Title:** Lower School Spanish

**Grades: Pre-K 3-Year Olds Through Grade 5**

**Full Year**

**Text: *Spanish is Fun*** (Grades 4+5), Amsco School Publications, Inc. 1997; *Viva El Español, A+B* (PreK-3) National Textbook Company, 1995 *Total Physical Response in First Year Spanish*, Francisco Cabello. (All Grades)

**Course Description:** This early introduction to Spanish applies the natural approach used to teach children their first language. It emphasizes oral competence (speaking and listening skills). It uses various media to enhance the learning process: picture cards, videos, books, puppets, skits, songs, dances and games. Writing and reading skills are introduced in Grades 2-5. Basic grammar is introduced in Grades 4 and 5.

### **Course Outcomes:**

Upon completion of this Spanish course the student will:

1. Listen to and understand; speak on topics of general interest; read basic level reading material and write simple responses to questions.
2. Demonstrate a basic knowledge of the history, values and cultures of the Spanish-speaking countries.
3. Compare / contrast her own lifestyle with those of the Spanish-speaking peoples.
4. Relate world language study with the vision of Catherine McAuley and the Core Values and Critical and Critical Concerns of the Sisters of Mercy.

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Each grade begins with a review of previously learned material. Common phrases, vocabulary and cultural facts and experiences are added gradually as the students' comprehension increases along with their facility in the language arts.

### **Course Objectives:**

1. Students will demonstrate a comprehension of basic, relevant vocabulary used in settings familiar to children: home, school, friends, community, sports and entertainment and travel
2. Students will give appropriate responses to questions made regarding material presented in class
3. Students will grow in respect and appreciation for the customs and values of the cultures of the Spanish-speaking countries
4. Students will be able to read, write and comprehend basic vocabulary and language structures according to each class level

### **Assessments:**

1. Oral assessments
2. Individual and group projects
3. Physical responses to spoken and/or written commands
4. Written reviews
5. Homework assignments (depending on grade level)

**Course Content:**

Each grade level builds on the content taught in previous grade levels and introduces new vocabulary as well as further knowledge of the language structure and culture.

**7. Grade 5:**

- Study of Spanish-speaking Countries
- Reading and Writing Exercises of text **Spanish is Fun, Book A (Lessons 10-19)**
- Idiomatic expressions with the verb “tener”
- Telling time
- Interrogative Words
- Regular ir verbs
- Use of ser and estar
- Numbers 1-1000
- Possessive Adjectives

Cultural Celebrations at all levels: Hispanic Heritage Month, Día de la Raza, Día de los Santos, Día de los Muertos, Juan Diego y la Guadalupe, Las Posadas, La Noche Buena y la Navidad, El Día de los Reyes Magos, la Semana Santa, Cinco de Mayo.

**Mercy Mission Values:** There are many opportunities to incorporate teaching Mercy values and the Critical Concerns with special emphasis on: respect for differences, embracing our multicultural and international reality, awareness of racism, commitment to nonviolence. Also tied in with these concerns is the conscience raising regarding the way in which climate change affects the poor and third world nations.

## **VISUAL ARTS**

**Course Title:** Visual Arts

**Grades K-5**

**Full Year**

**Resources:** In Visual Arts Grades K-5 the students have access to:

- Wide range of art materials
- Art Room Book Corner
- Promethean Board Art Instruction
- Apple TV
- iPad Drawing Apps
- Artist Visits
- Blank Sketchbooks for each student

### **Course Description:**

The Visual Art program for Grades Kindergarten- Grade 5 will develop students' appreciation for art as well as their creative skills. They will be introduced to varied media and instructed on how to use materials properly. Both individual and group projects will encourage their creative thought, expression, and knowledge of art. Students will learn about and be inspired by the artistic accomplishments of past and present artists and cultures, while developing skills to express their own artistic vision. Special projects that connect with classroom curriculum will be included. The schedule provides each grade with one 45 minute class per week. Lessons will span over several weeks when time is required.

### **Course Outcomes:**

Upon completion of the course the students will:

1. Develop creativity and appreciation of the arts
2. Use art materials properly
3. Develop confidence in their own artistic ability
4. Increase artistic skills
5. Develop a respect for their own and others' work and belongings
6. Gain knowledge of art and cultural history

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

#### **Grade 5 Art**

Skills

- Continue to develop skills in using art materials
- Listening and following directions
- Sharing art tools and respecting others' work
- Develop increasingly realistic drawing and painting skills
- Neatness and commitment to completing tasks
- Develop confidence and self- evaluation, discussion of art and art concepts
- Explore individual creativity in response to assignments
- Develop personal style as well as artistic proficiency with materials

Design and Materials

- Color Theory and Watercolor Techniques

- Repetitive pattern and design
- Nature painting
- Advanced colored pencil technique/ shading, highlighting, burnishing, texture
- Printmaking/ foam printing/ history of printmaking
- 3D masks and Chinese Opera symbolism through color
- Self portraiture
- Impressionism and post-impressionism
- Pop Art and Scale (Oldenburg)
- Grid Mural class collaboration
- Drawing exercises
- Acrylic on canvas
- Materials: crayon, watercolor, paper, pencil, colored pencil, oil pastel, tempera paint, tissue paper, chalk pastel, acrylic paint, charcoal

#### Art History and World Culture

- Teacher will show class examples of historical artists and world culture
- Students will respond by creating art inspired by art history and world culture

#### Contemporary Art

- Teacher will show the class illustrated books by contemporary artists
- Teacher will show artwork by contemporary artists
- Students will respond by creating art inspired by contemporary art
- Artist Visit: The lower school will have a visit by an Illustrator/Author during Reading Week

#### Drawing from Nature

- Students will take sketchbooks into BayView's Garden to observe and draw from nature

#### Technology

- Students will experiment with drawing app on iPad

#### RISD Museum Visit

- Grade 3 and 5 will visit the RISD Museum in Providence RI for a curriculum related tour

### ***Course Objectives:***

#### **The student will:**

1. Increase creativity
2. Have experience with new materials, techniques, and processes
3. Increase skills with materials and tools
4. Share thoughts, ideas, and the artistic process with other students and teachers
5. Learn about artists and cultures from the past and present
6. Increase confidence and self-reflection through art

### ***Assessments:***

1. Evaluation of class work
2. Attention to directions, cooperation
3. Creativity
4. Completion of assignment