

# 5th Grade Syllabus 2021-22

Humanities	Math/Science
<b>Julianna Edwardson</b> <a href="mailto:jedwardson@cashmere.wednet.edu">jedwardson@cashmere.wednet.edu</a> Group 1: ifblail (Edwardson Homeroom) Group 2: ubpifu6 (Keogh Homeroom)	<b>Carley Keogh</b> <a href="mailto:ckeogh@cashmere.wednet.edu">ckeogh@cashmere.wednet.edu</a> Group 1: kgmdqqd (Keogh Homeroom) Group 2: 6bbcfyo (Edwardson Homeroom)
<b>Colton Loomis</b> <a href="mailto:cloomis@cashmere.wednet.edu">cloomis@cashmere.wednet.edu</a> Group 1: naa57cu (Loomis's Homeroom) Group 2: 5an7elt (Roberts's Homeroom)	<b>Nancy Roberts</b> <a href="mailto:nroberts@cashmere.wednet.edu">nroberts@cashmere.wednet.edu</a> Group 1: jfu2rba (Roberts's Homeroom) Group 2: aqsmhua (Loomis's Homeroom)
<b>Kim Thibault</b> <a href="mailto:kthibault@cashmere.wednet.edu">kthibault@cashmere.wednet.edu</a> ELA: 4cdd52h SS: acx61oo	<b>Kelsey Clinton</b> <a href="mailto:kclinton@cashmere.wednet.edu">kclinton@cashmere.wednet.edu</a> rc3flzn

## Math Class Description and Essential Standards

In 5th grade we continue to use the Bridges math curriculum that is used at Vale. During 5th grade we will cover many important concepts and standards.

Unit 1	Expressions and Volume
Unit 2	Adding and Subtracting Fractions
Unit 3	Place Value and Decimals
Unit 4	Multiplying and Dividing Whole Numbers and Decimals
Unit 5	Multiplying and Dividing Fractions
Unit 6	Graphing and Geometry
Unit 7	Division and Decimals

## Science Class Description and Essential Standards

In 5th grade science we use the Mystery Science curriculum that is used at Vale. Students will learn about:

- Ecosystems and food chains
- Earth systems and the distribution of water
- The solar system
- Matter and simple chemical experiments.

\*Tests and quizzes will be used to assess student's knowledge of the concepts and standards in math and science. Check student planner for homework.

## Humanities Overview

Humanities is a mixture of one English Language Arts class and one Social Studies class. ELA will push students to build their reading and writing stamina as we work through personal narrative, argumentative, and nonfiction units. In Social Studies we will learn about the recurring themes in American's history that have shaped our country into what it is today.

Our curriculum provides culturally and personally relevant activities designed to engage students in problem solving, academic conversation, and critical analysis. This unique approach to individualized learning provides teachers with a road map for opening the doors to a bright future for all students. In Humanities, we will be using the Units of Study Workshop Model and Social Studies Alive! curriculum.

<b>Unit 1</b> Units of Study: A Deep Study of Character	4-6 weeks	<ul style="list-style-type: none"> <li>Defining and identifying what character traits are</li> <li>Reading <i>Freak the Mighty</i> by Rodman Philbrick</li> <li>Assigning character traits to characters in personal reading books</li> <li>Analyzing pressures and outside events that have impact and change character traits</li> </ul>
<b>Unit 2</b> Narrative Craft	6-8 weeks	<ul style="list-style-type: none"> <li>Brainstorming ideas for Personal Narrative</li> <li>Reviewing the writing process</li> <li>Key Vocabulary</li> <li>Editing and publishing Personal Narratives</li> </ul>
<b>Unit 3</b> Argument and Advocacy	6-8 weeks	<ul style="list-style-type: none"> <li>Separating an evidence based argument from a non-evidence based argument</li> <li>Finding examples of "good" evidence</li> <li>Picking a personally important cause</li> <li>Backing personal cause up with quality evidence</li> </ul>
<b>Unit 4</b> The Research Based Argument	6-8 weeks	<ul style="list-style-type: none"> <li>Elevating knowledge on "good" evidence</li> <li>Using the writing process to support opinion/stance</li> <li>Learn how to give/receive constructive criticism</li> </ul>
<b>Unit 5</b> Tackling Complexity	6-8 weeks	<ul style="list-style-type: none"> <li>Learning about the characteristics of nonfiction text</li> <li>Identifying important text structure in writing</li> <li>Read about the struggles of Jackie Robinson</li> </ul>
<b>Unit 6</b> The Lens of History	6-8 weeks	<ul style="list-style-type: none"> <li>Incorporating text features into our writing</li> <li>Chose an important person from history (who meets parameters in place) and conduct research</li> <li>Create presentation communicating why your chosen person is important</li> </ul>

## Other Important Information:

### Behavior Management

1. Verbal Correction
2. Second verbal correction/proximity/repeat expectations/provide choices
3. Give final correction with 30-90 second wait time
4. Contact office for outside support

### Reading

Students will analyze various types of literature in class from short stories to articles and expository texts. Students will identify literary elements and techniques and explore the connection of literary works to historical and societal issues. By the end of 5th grade, we will have worked through three reading units. Students will read the following novel this year:

***Freak the Mighty* by Rodman Philbrick**

***Promises to Keep: How Jackie Robinson Changed American* by Sharon Robinson**

## Independent Reading

Students will start out being expected to read 20 minutes per day, gradually increasing to 30 minutes per day. We will be updating reading logs in class, and taking Accelerated Reading Quizzes to reach personal point goals.

## Vocabulary and Grammar

Students will be given a list of spelling words each week. We will be doing practice tests everyday Friday, and graded spelling tests once per month.

## Writing

Students will write several times a week within their Readers/Writers notebooks to practice writing skills. By the end of 5th grade, we will have worked through three writing units.

## State Standards Focused on

- RL 5.1
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL 5.2
  - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL 5.3
  - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL 5.10
  - Read and comprehend grade level text.
- W5.3
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.1
  - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.7
  - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

## Grading and Evaluation

At CMS, we use Standards Based Grading. This means that we do not give out traditional A's or B's on assignments. Instead, we grade based on a 1-4 scale to give you a good idea where your child is on their journey to mastery of the State Standards. When you check up on your student's grades to see just how hard they are doing in my class you will see that each assignment is going to be tied to a specific standard and will have a number, 1-4, placed as the grade. These numbers do not necessarily correlate with traditional grading.

- **4 = Distinguished** - Exceeds standards for this grading period

- Student independently and consistently exceeds grade level standards
- Student demonstrates a deeper understanding of grade level standards
- Student independently and consistently extends all work above and beyond the stated grade level standards
- **3 = Proficient** - *Meets standards for this grading period*
  - Student independently and consistently meets grade level standards
  - Student demonstrates consistent application of skills
  - Student independently applies grade level concepts and skills
- **2 = Approaching** - *Is progressing toward standards for this grading period*
  - Student is developing toward independence and consistency in meeting grade level standards
  - Student is progressing in understanding, however, the skills are not yet mastered
  - Student needs assistance to apply grade level standards
- **1 = Beginning** - *Does not meet standards for this grading period*
  - Student is working below grade level expectations
  - Student struggles with assistance
  - Student needs continued support and assistance
- **NE = No Evidence** - *Additional work must be completed and turned in before the teachers can make a determination of the student's progress.*
  - Student did not provide evidence to demonstrate understanding
  - Student was not able to provide evidence, even with assistance
  - Student needs intensive support and assistance

## Late Work Policy

Late work will not be penalized.

## Absences

It is the student's responsibility to obtain absent work.

## School Policies

- No Hats or hoods inside the building during school hours, unless for an approved school related event, ie spirit week.
- No cellphones between 8:10-2:50. They should be off and kept in backpacks.
  - Can be used with teacher permission for classwork.
  - Cannot be used outside or during lunchtime.
- No food or drink allowed in the classroom.
  - only water
- 10/10 Rule
  - Students are not allowed to leave the classroom during the first or last 10 minutes of class.
- No drugs, alcohol, tobacco, or weapons allowed on campus.

If you have any questions or concerns, please contact your child's teacher by phone, email, or Classtag. We are looking forward to a great year! Please visit Google Classroom for weekly updates, assignments, or additional information regarding the class.