

Our Fifth Grade Mission:

St. John Vianney views 5th grade as a transitional year. The students are moving from childhood to adolescence and their academic program and learning environment reflecting sensitivity to that shift. The Fifth grade students receive core curriculum instruction recommended by the Tennessee State Board of Education in Math, English/Language Arts, Science and Social Studies. It builds on the student's increasing cognitive ability to grasp abstract ideas, to deal with many variables simultaneously, and to consider differing points of view. Under the guidance of St. John Vianney faculty, staff, and parents, we set high academic standards and are committed to providing an inviting, safe, and challenging environment for our Fifth grade students.

Art: The Visual Art Program at Saint John Vianney aims to inspire, challenge, and empower each student through exposure to the arts. It is our goal that students will become life-long learners, appreciators, and supporters of the Fine Arts.

Art creation is the foundation of our program. Students are expected to take pride in their work while developing their craft with patience and perseverance. The curriculum addresses both historical and contemporary practices, exposing students to a wide variety of media, techniques, and processes in two and three dimensional design. Students are taught how to evaluate and analyze art, thus, gaining an appreciation for a wide range of styles, movements, cultures, and historical works of art. Students learn concepts and vocabulary associated with the visual arts, as they are expected to communicate these ideas in visual, oral, and sometimes written form.

The range of art projects is as varied and diverse as the unique individuals that create them. The Visual Arts Program supports all subject areas and incorporates cross curricular instruction as much as possible. From mathematics to religion, the arts span all disciplines and require higher order thinking skills, creative problem solving, self assessment, expression, and awareness. The art curriculum is derived from Diocesan Standards and strives to remain current with state, national and global trends in art education.

GRADES 5-8 CONTENT AND ACHIEVEMENT STANDARDS

Content Standard #1: Understanding and applying media, techniques, and processes
Achievement Standard: 1. Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. 2. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Content Standard #2: Using knowledge of structures and functions: *Achievement Standard:* 1. Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work. 2. Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas. 3. Students select and use the qualities of structures and functions of art to improve communication of their ideas

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas: *Achievement Standard:* 1. Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks. Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Content Standard #4: Understanding the visual arts in relation to history and cultures: *Achievement Standard:* 1. Students know and compare the characteristics of artworks in various eras and cultures. 2. Students describe and place a variety of art objects in historical and cultural contexts. 3. Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others: *Achievement Standard:* 1. Students compare multiple purposes for creating works of art. 2. Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. 3. Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Content Standard #6: Making connections between visual arts and other disciplines: *Achievement Standard:* 1. Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. 2. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Foreign Language: The foreign language program in Fifth Grade is designed to allow our students to experience other cultures through literature, music, art, and dance. Students continue to learn and recite proverbs, short poems, songs and anecdotes, to identify people and objects from oral and written descriptions, to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions. Our Fifth graders continue to read simple Spanish stories, poems, and instructions, which lends the student to express themselves in simple oral messages and written descriptions and to use this information in other school subjects. They begin to become familiar with major and geographical features, historical events, and political structures of Spanish speaking countries. The students experience first-hand and become familiar with items used in a Spanish person's daily life such as: newspapers, boxes of cereal, cans of soup, as well as classroom objects. The fifth graders work with Spanish vocabulary and location words.

Language Arts: Exploration and guided discovery are the driving forces behind the language arts program which encompasses listening, speaking, reading, and writing skills necessary for future proficiency in these disciplines. The primary focus in Fifth grade is reading skills and writing skills, with grammar skills a close second. While our Fifth graders continue to develop listening comprehension and vocal reading development their phonological awareness, word analysis, vocabulary development, and listening comprehension are explicitly and consistently developed throughout the year.

Our Fifth grade students begin the year with 3 common reading books from their summer reading list, *Island of the Blue Dolphins*, *The Cay* and *Mrs. Frisby and the Rats of NIMH*. They continue to participate in dramatizations, to give formalized speeches by using aides to speak formally (i.e. note cards, props etc.) and participate in group discussions and story development. Listening skills continue to be strengthened by following both two and three step oral directions, recalling sequence of events in a story, by predicting outcomes, and then answering orally to specific questions about a lesson demonstrating basic comprehension skill. Our Fifth graders begin to correlate and evaluate the information taught in class so they can express their own thoughts, views, and opinions on a given topic as well as determine if the information given is either fact, fiction or opinion.

Reading skills continue to develop syllable identification, antonyms, synonyms, and homophones, as well as organizing events in sequential order and recognizing root words and suffixes. Students will continue to learn to use a variety of reading strategies such as context clues, phonics, sentence structure, and prior knowledge to discern main ideas and predict endings. The Fifth grade student continues to connect reading vocabulary through a variety of reading, writing, listening, and speaking language activities in the language arts and other subject areas and develop it by using mapping activities. They also continue to distinguish between the various types of works, such as fictional, fantasy, folktale, myth, fable, parable, historical fiction, legend, etc. Fifth graders continue to locate words in a dictionary using alphabetizing skills, to use the glossary in a book and to use word syllabication. Our students continue to develop word meaning skills by using base (root) words, by using compound words, their knowledge of useful and familiar words as a strategy to develop and understand new words and the use of context clues as strategy to understand unfamiliar words. Fifth graders read to identify the plot line, the setting, the main characters and their motivation in a story/selection. They begin to use a thesaurus to find new words to increase their vocabulary and to develop word meaning skills by using multiple-meaning words and analogies. Fifth graders understand inferential meaning by interpreting cause/effect and recognizing figurative/picturesque language and by making compare/contrast relationships in relation to a story or text.

Every child will observe and participate in a variety of writing activities focused on writing responses across the curriculum in the form of letters, journals, poetry, directions to complete a task, and observations about authors. They begin to understand that prewriting is the stimulation of ideas and gathering of thoughts. Participating in small group or whole class written pieces as well as continuing to free write to stimulate cognitive and imaginative processes that provides thoughtful reflection are just a few areas used to develop our Fifth graders writing skills. Students begin to write drafts, then revise each type of writing i.e. essay, letters, invitation, thank you, drama, poetry, narration, argumentation, etc. then use the proper form for each type of writing. Grammar skills are honed such as punctuation, verb agreement, prepositions, interjections, conjunctions, and analysis of the written work by sentence function. Each area is designed to enhance the child's confidence in their ability to communicate. Handwriting activities are designed to convey the Fifth grader's need to express themselves, to share their experiences and to promote proper cursive handwriting skills and to stimulate thought reflection learning.

Library: During their weekly library visit, Fifth graders continue to discover the realm of possibilities that can feed one's imaginations. Each child continues to develop the skills essential to becoming an active and thoughtful library user, as they nurture their love of literature by exploring the library and broadening their exposure to the various types of literature through more in-depth examination in the various areas available to them. Students use the computerized card catalog system to find books of interest to them and for their educational needs. Students master the use of keyword searches. The fifth graders discuss, critique, and share books they are reading. Responding to literature is an important part of the fifth grade year. The students continue to predict outcomes, discern the different types of literature, such as fairy tales, folklore, poetry, etc. and to share opinions about the materials heard, read or viewed. Fifth graders continue to use encyclopedias, dictionaries, magazines, and atlases in the reference section to research topics across the curriculum. Each visit is designed to spark the child's imagination, enhance the desire to read and to discover a world beyond their scope of existence.

Math: Honing multiplication, division and fraction skills is one of the primary goals of our math program in Fifth grade. The math experience for the Fifth grader continues to focus on mathematical explorations which are core to our daily activities and correspond to opportunities for mathematical thinking. The children will continue to work with fractions, measurements, multiplication and division, to solve word problems, to find averages and to solve equations. Geometric shapes are measured i.e. area, radius, circumference, angle, perimeter, etc. Students continue to estimate sums and predict outcomes and to multiply and divide decimals and fractions. Mathematics is applied in science and as the year progresses each student realizes that math is evident throughout their day and come to appreciate this fact as the year continues.

Music: The sense of music skills is a sense of rhythm and pitch. The Fifth grade student continues to develop good singing posture, breathing, diction, and does rhythmic activities to develop their singing voice and lend toward group music experiences. This is the first year for the upper school choir experience and become the backbone of this choir experience. Each student who chooses to participate has several opportunities throughout the year to sharpen their skills and perform at various venues and do special liturgical songs during school mass, sing at school events or on "Holy Days of Obligation." They continue to follow the directions of the conductor, to differentiate tempo, rhythm and beat and to interpret mood of music. Students will explore and experiment with a variety of musical instruments, with a focus on music composition to explore their natural inclination toward self-expression and creativity to reinforce self-esteem and foster enjoyment. Students will also create their own stories and distribute rhythm instruments to their classmates, and direct them to imitate key words with the rhythm instruments in their stories. Students will also create their own stories and distribute rhythm instruments to their classmates, and direct them to imitate key words with the rhythm instruments in their stories. Students will learn about songwriting and write lyrics about something dear to them. Students will be introduced to Sibelius software in the computer lab to begin the process of creating music.

Physical Education: Physical Education: The emphasis in PE is sports. Fifth graders build on the skills learned in previous years such as the necessity of warm-ups of body muscles before strenuous exercise, aerobic activities to enhance flexibility

and co-ordination, and movement education to perform loco motor and non-loco-motor skills in various sequences. Students will participate in Jump Rope for Heart project. Students will learn how to officiate different sports. Continued development of the concept of shared space, equipment, group co-operation, good sportsmanship behavior, strategies of various sports, and team building emphasizing co-operation and problem solving is an important part of the Fifth grader's experience and curriculum.

Religion: This year in Religion is dedicated to the creed of the Church with a special emphasis on the seven sacraments. However, the faith they profess goes more than just rote memorization; it encompasses a whole life vision. We believe that the salvation of each child's soul is primary and with their salvation in mind, we direct each student to lead virtuous lives pleasing to God, not for their own prestige. Their academics and their spiritual instruction will help them to witness the Gospel in the world and to learn what God has planned for each one of them. To this goal appreciation of one's abilities and uniqueness of self and others, identifying rights and responsibilities of membership in family, neighborhood, parish faith community, and society, as well as recognizing the authority of God and of parents in one's life are key. Each student is taught to recognize negative and positive feelings, to express gratitude, to show and ask for forgiveness, and to demonstrate honesty, sharing, charity, and respect for all people and the world around us. Each student identifies and practices Christian values and knows and respects the persons with authority in the church.

Every child is taught that the two foundational truths of the Christian religion: the Trinity and the Incarnation. Going through each article in the Creed, they also learn the other key dogmas and doctrines of the Church. All of this takes place within a context of study but with devotion, reverence and a desire for what is true and holy. They are introduced to sacramentals and the sharing of spiritual goods, our inheritance as members of the community of saints. They learn the two great commandments are the core of Jesus' message and that Jesus is the model of all God wants us to become. Recognition of the major title of Mary as the Mother of God, that the Father as our Creator, and the Spirit as the source of unity and grace carrying out the work of Christ in the world encourages each child to show concern for the poor, the weak and the suffering. Explanations of the liturgical year, the Eucharist as a sacrificial banquet, the bible as the inspired word of God, the sacraments, the different parts of the Mass, the meaning of gestures such as kneeling, signing, genuflecting, responding to prayer, and the different forms of prayer, all enable each student to become an informed and active member in the Catholic community. Discussions of scripture help each child reach a deeper understanding of life, faith, and love of God, oneself and others. Each child participates in spontaneous prayer, recites basic responses of the Mass, which they attend once a week, and memorizes the prayers: Our Father, Hail Mary, Glory Be, Angel of God, Grace before/after meals, Act of Contrition, Morning Offering, Acts of Faith, Hope, and Love, and the Prayer to Saint Michael the Archangel.

As mentioned above, the basic course of study includes a focus on the sacraments. Differentiating between a sign and sacrament is important especially because of the teachings of Protestant denominations. It is important for students to clearly understand that the sacraments as passed on through the Church are truly channels of grace

designated by Christ. A discussion of the origin of the sacraments in the life of Christ, their form and matter, ordinary minister, conditions for reception, and sacramental graces is included. Christian art and music become a vehicle for the learning process, helping the students to see the riches of the Catholic culture and learn their Faith. This year is foundational for their middle school religious education. What is learned in this year is expounded in depth over the course of the next three years: 6th grade studies the Old Testament; 7th grade studies the life of Christ and His establishment of the Church, 8th grade studies the history of the Catholic Church. The curriculum is extremely broad but it gives the students a sense of the fullness of the Catholic Faith and a desire to learn more about the individual elements within it.

Science: Fifth graders continue to view the process of discovery with a childlike wonder coupled with an every growing intellect. Their exploration of the world using the scientific process to study the earth, the weather, animals, plants, organisms, and the universe through hands on activities which encourage the discussion and sharing of ideas as they work to process what they are observing continues. Working in small groups, activity and conversation fill the room as children participate in the activities to explore, investigate, observe, and describe a wide variety of exercises geared to expand and acquire scientific knowledge to make sense of their world. Often in answering their many questions they discover more questions to investigate. Developing keen observational skills is an integral part of the Fifth grader's science program as they focus on the Earth, our Weather, Physics and Life Sciences and continue to investigate chemistry.

Social Studies: As the world seems to become smaller and smaller, due to technology and communication advancements, and global interdependence becomes a greater reality for students, it is crucial for them to develop a general background and basic understanding of the world they live in. Our Fifth grade social studies experience focuses on history, psychology, geography, and political science in the context of classroom, home, the community and the world. Students continue to identify people who influence the United States e.g. leaders, inventors, explorers, and continue to use current events to keep informed and identify recent happenings as well as recognize the need for world peace and an understanding of others, their lifestyles and beliefs. Our Fifth graders begin to investigate, identify, and discuss the political process, human rights, the functions of state and local governments for the citizens, why government is necessary to live peacefully together under a system of law and become familiar with history to better understand world events and ideology.

Technology: The presence of computers in the classroom gives each child the opportunity to continue to enhance the learning and teaching process. Each Fifth grader goes to computer class once a week, enhancing the classroom experience with the use and understanding of the proper and responsible use of the Internet, basic computer terms and concepts, and the use of websites and graphics programs to create and research information to convey an idea and further on topic knowledge. Students are proficient in their typing skills but will continue to develop speed and accuracy using the Type to Learn Program by Sunburst. Fifth graders continue to learn the appropriate and ethical conduct of computer/internet use by following the school's Internet User Policy, and respecting the privacy of all users. The emphasis on creativity and preparing class

presentations and photo galleries by the use of a word processor, saving and retrieving files and documents, and researching thru the use of other reference websites and search engines, enables each Fifth grader to probe more deeply into their computer/class projects and work independently as they enhance their knowledge across the curriculum.