Course title/grade level: Language Arts – Grade 5

Instructor: Amy Geiger

Academic Year: 2018-2019

Description:

**Students recognize language is a gift from God and as such should be used to glorify and serve Him. Students are encouraged to develop a lifelong love of learning through reading, writing, researching, and applying scriptural principles to these studies. Growing from these studies is an appreciation of the diversity of human experience, culture, and values and an ability to evaluate spoken and written messages for truth. Students apply analytical skills in reading, writing, thought, study, and discussion to realize their unique, God-given gifts and their place in the world. Students pursue research with confidence using a familiarity with sources and their uses and applying the aid that technology brings to learning. Students engage competently in a variety of writing experiences, both academic and personal, demonstrating clarity, logic, creativity, and accuracy in the use of Standard Edited American English. Articulate language denotes a person whose ideas are worthy of consideration and respect, thus an education to develop Christian leaders must provide for sound language arts training. CHCA students speak with confidence, fluency, and precision in a variety of situations as well as work cooperatively and responsively in groups demonstrating appropriate leadership while giving value to others’ work. Students receive academic challenge and support in pursuit of success in language arts.**

Assessment:

Students will be evaluated by detailed written criteria and/or rubrics that correspond with the assignment/project/portfolio. In addition to evaluation based on written work students will be evaluated by performance assessment. In language arts, students demonstrate learning through evaluation by performance assessments where rubrics clearly list evaluation criteria and levels of performance possible. These evaluations and rubrics will be distributed at the time an assignment/portfolio/ project/exhibition/performance is announced so that students will have a "blueprint" for achieving success. The rubric is intended to make clear to students how their work will be evaluated. Criteria may include demonstrations and oral performances, collaborative/team work, construction of understanding, modeling or design of understanding presented in ways that include writing and speaking as well as other modes of expression. Performance assessment provides evaluation for multi-task, complex, and developmentally appropriate higher order thinking skills in the context of a given topic, lesson, or thematic unit.

LMS Utilization:

Canvas is CHCA's learning management system, an online tool to provide parents, students, and teachers a secure environment to interact with students' academic information.  It is linked from the student and parent buttons on the school website. Class pages on Canvas include course calendars, assignments, syllabuses and available handouts, as well as a running view of grades and feedback. It will be the central source of information. CHCA's Canvas course pages are also accessible on your mobile device via the Canvas app. .

Course Resources:

|  |  |  |
| --- | --- | --- |
| List of Primary Course Resources\* | |  |
| Resource | Author/Publisher | Copyright |
| *Shurley English -* Level 5 | Shurley Instructional Materials, Inc. | 2013 |
| *IXL Learning - Fifth Grade* | IXL Learning | 2017 |
| *Junior Scholastic* | Scholastic, Inc. | 2018 |
| *Novels and Picture Books* | Various | Various |
| DVDs, Videos, & Internet Resources where applicable | Miscellaneous | Miscellaneous |
| Classroom notes & worksheets as provided | Miscellaneous | Miscellaneous |
| Dictionary & Thesaurus | Miscellaneous | Miscellaneous |

*\*Texts and other learning resources are selected for use at CHCA through a rigorous process. CHCA faculty and administrators determine desired content in a course and state that content in our curriculum documents. Texts and resources are selected because they fit the stated CHCA content and because they offer to students the best instructional practice currently available from all known resources as determined by CHCA faculty, curriculum council, and building administrators.*

Parent Access to Canvas:

* Grades calculated in teachers’ gradebook appear in each student’s Canvas account.
* Grades will be calculated using category averages.
* Category averages will be determined using the following information:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category Name | Graded? | # Dropped | Calculation Type | Weight |
| Summative Assessments, Tests, & Major Projects | Yes | 0 | Percentage | 40% |
| Formative Assessments, Quizzes, and Minor Projects | Yes | 0 | Percentage | 30% |
| Practice work in Reading, Writing, Vocabulary, and Grammar including Journal Work and Reading Records | Yes | 0 | Percentage | 20% |
| Academic Accountability | Yes | 0 | Percentage | 10% |

### Course Title: Language Arts - Grade 5

Instructor: Amy Geiger

### Academic Year: 2018-2019

|  |  |
| --- | --- |
| Time | Unit of Study |
| Quarter 1    Quarter 1 Continued | READING: Nonfiction genre based upon current events and relevant topics found in *Junior Scholastic and other nonfiction sources.* Reading strategies to deepen comprehension include the following:   * Setting a purpose for reading * Understanding nonfiction features of text * Connecting text to text and text to world * Skimming a text * Summarizing informational text * Reading for answers * Synthesizing information * Coding information and finding information while reading * Identifying details that lead to the main idea * Analyzing fact versus opinion * Decoding vocabulary using contextual clues and word analysis skills.   READING: Realistic fiction genre using the text choice that may include *Because of Winn Dixie* by Kate DiCamilloand/or *Bridge to Terabithia* by Katherine Paterson. Reading strategies to increase comprehension of text to include: (UbD unit)   * Making predictions prior to reading * Forming opinions of text * Summarizing chunks of text * Identifying details leading to main idea * Connecting text to text, self, and others * Decoding vocabulary using contextual clues and word analysis skills * Examining character development in text * Defining characteristics of realistic fiction genre * Identifying story elements: characters, plot, conflict, setting, and theme * Exploring elements of plot: exposition, rising action, climax, falling action, resolution. |
| Quarters 2 - 3 | WRITING:   * Using graphic organizers in the pre-writing stage of summary writing to collect important and relevant details * Elaborating with specific details to support the main ideas identified in the reading selection that is being summarized (texts include articles from *Junior Scholastic and other nonfiction sources*) * Transferring written summary notes into a fluid written summary * Organizing a written summary with a clear beginning, middle, and end * Creating paragraphs with clear topic sentences, relevant and important detail sentences, and a concise and correct concluding sentence * Identifying audience and purpose * Completing stages of the writing process focusing on revising and editing.   WRITING: Essays from multiple genres (emphasis on expository essays) including the following  writing strategies:   * Using graphic organizers in the pre-writing stage * Organizing a five-paragraph essay with a clear beginning, middle, and end * Creating a clear and correct thesis statement * Elaborating with specific details to support the main idea * Identifying audience and purpose * Determining the voice of the writing piece * Maintaining consistency across paragraphs in the same essay * Completing all stages of the writing process including conferencing, revising, and editing. |
| Quarter 3  Quarter 4  Quarter 4 Continued | WRITING: Research Paper based upon topic that may include scientific and/or historical focus. The following writing strategies will be addressed:   * Utilizing features of nonfiction text when searching for information * Skimming & scanning nonfiction text * Gathering data from multiple sources: library databases, Internet searches, and other sources * Analyzing credible sources * Distinguishing relevant from irrelevant information in a text * Taking and organizing notes * Creating a works cited page in MLA format * Writing the research paper * Completing all stages of the writing process including conferencing, revising and editing.   WRITING: Business communication that may include e-mail and letter formats using the following  writing strategies:   * Determining audience and purpose * Using persuasive techniques to match audience and purpose * Selecting and applying effective word choice * Analyzing individual writing strengths * Completing all stages of the writing process including conferencing, revising, and editing.   READING: Historical Fiction genre using various texts that may include *The Fighting Ground* by Avi. Reading strategies to improve comprehension and reading fluency to include the following:   * Establishing purpose for reading * Defining characteristics of the historical fiction genre * Identifying story elements: characters, setting, plot, conflict, and theme * Evaluating conflict and theme within the plot/story * Exploring the importance of setting within the plot * Summarizing chunks of text with important details * Analyzing for meaning: literal and inferential * Identifying point of view * Evaluating stated and implied themes * Decoding vocabulary using contextual clues and word analysis skills.   READING: Fantasy genre using text choice that may include *Tuck Everlasting* by Natalie Babbitt. Reading strategies will include:   * Defining characteristics of the fantasy genre * Identifying story elements: characters, setting, plot, conflict, and theme * Reviewing plot sequence * Examining character development in the text * Evaluating conflict within the plot/story * Identifying simile, metaphor, personification, and hyperbole * Inferring and providing supporting evidence for justification * Summarizing themes in the novel * Decoding vocabulary using word analysis skills.   READING: Realistic Fiction genre using various texts that may include: *How to Steal a Dog* by Barbara O’Connor; *Island of the Blue Dolphins* by Scott O’Dell; *My Side of the Mountain* by Jean Craighead George; *Wonder* by R.J. Palacio, *The Lion, the Witch and the Wardrobe* by C.S. Lewis.  Reading strategies to increase comprehension of text include:   * Making predictions prior to reading * Forming opinions of text * Summarizing chunks of text * Identifying details leading to main idea * Connecting text to text, self, and others * Decoding vocabulary using contextual clues and word analysis skills * Examining character development in text * Defining characteristics of realistic fiction genre. * Identifying story elements: characters, plot, conflict, setting, and theme.   READING: Nonfiction genre based upon current events and relevant topics found in *Junior Scholastic and other nonfiction sources.* Reading strategies to deepen comprehension include the following:   * Setting a purpose for reading * Understanding nonfiction features of text * Connecting text to text and text to world * Skimming a text * Summarizing informational text * Reading for answers * Synthesizing information * Coding information and finding information while reading * Identifying details that lead to the main idea * Analyzing fact versus opinion * Decoding vocabulary using contextual clues and word analysis skills. |
|  |  |