Course title/grade level: Language Arts – Grade 5

Instructor: Amy Geiger

Academic Year: 2020-2021

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 |
| *Wordly Wise 3000 – Book 5* | School Specialty, Inc. | 2018 |
| *IXL Learning - Fifth Grade* | IXL Learning | 2017 |
| *Scholastic News* | Scholastic, Inc. | 2019 |
| *Scholastic Storyworks* | Scholastic, Inc. | 2019 |
| *Novels* | 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, and Final Drafts of Writing | Yes | 0 | Percentage | 60% |
| Formative Assessments, Quizzes, Minor Projects, and Drafts of Writing | Yes | 0 | Percentage | 40% |

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| --- | --- |
| Time | Unit of Study |
| Quarters 1 - 2    Quarters 2 - 3 | READING: Realistic fiction genre using the text choice that may include *Because of Winn Dixie* by Kate DiCamilloand/or *How to Steal a Dog* by Barbara O’Connor. Reading strategies to increase comprehension of text to 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 * Exploring elements of plot: exposition, rising action, climax, falling action, resolution.   READING: Nonfiction genre based upon current events and relevant topics found in *Scholastic News, 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 * Distinguishing relevant from irrelevant information in a text * Analyzing fact versus opinion * Decoding vocabulary using contextual clues and word analysis skills.   READING: Fantasy genre using text choices 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. |
| Quarters 3 - 4 | READING: Historical Fiction genre using various texts that may include *The Fighting Ground* by Avi and/or *The War that Saved My Life* by Kimberly Brubaker Bradley. 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: Realistic Fiction and/or mystery genre using various texts that may include: *Bridge to Terabithia* by Katherine Paterson; *Island of the Blue Dolphins* by Scott O’Dell; *My Side of the Mountain* by Jean Craighead George; *The Lion, the Witch and the Wardrobe* by C.S. Lewis; *Escape from Mr. Lemoncello’s Library* by Chris Grabenstein.  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. |
| Quarters 1 -2  Quarters 1- 4 | WRITING: Paragraph and summary writing emphasized.   * 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, Scholastic News, 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: Focusing upon multiple genres, which may include personal narrative, fictional narrative, expository essays, research, and/or business communication using the following writing strategies:   * Using graphic organizers in the pre-writing stage * Organizing a paragraph and 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 * Selecting and applying effective word choice * Determining the voice of the writing piece * Maintaining consistency across paragraphs in the same essay * Gathering information from multiple sources and determining credibility * Paraphrasing relevant facts from a text to support the thesis * Creating a works cited page * Completing all stages of the writing process including conferencing, revising, and editing. |
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