

Fifth Grade Yearly Course Syllabus
WMES 2023 - 2024
290 S. Metts St.
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Teachers:

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Please sign up for REMIND: text @fifthwmes to 81010

Available times: Please call the school, email, or message through Remind to schedule an appointment.

Attendance Policy: The following attendance information is taken from the WMES Student Handbook:

Students will be considered lawfully absent when:

1. They are ill.
2. There is a death or serious illness in their immediate family.
3. There is a recognized religious holiday of their faith.
4. They are participating in their field trips or other school activities .
5. Unusual circumstances that have been approved by the principal.
6. They are suspended by the administration.

Students will be considered unlawfully absent and unexcused when:

1. They are willfully absent without the knowledge of their parent/guardian.
2. They are absent with the knowledge of their parent/guardian, but the absence does not fall within the reasons listed as "lawful."

Grading Policy Academic Subjects:

30% Class Participation- (Ex. AR tests, math facts, morning work, review skills, practice work, homework, etc.)

40% Formative Assessments- (Ex. spelling tests, checking for understanding, daily work, and quizzes)

30% Summative Assessments- (Ex. writing prompts, projects, unit tests, and all other major assignments)

Grading Policy Elementary Related Arts:

E- Excellent (100%- 80%)

S- Satisfactory (79% - 60%)

U- Unsatisfactory (59% or below)

Grading Scale:

A: 90 - 100

B: 80 - 89

C: 70 - 79

D: 60 - 69

F: 59 and below

*Please note: No candy or treats of any kind can be sent in for birthdays or special occasions.

*No flip flops/shower shoes (slides) may be worn for safety purposes.

Subject Information:

Title: Fifth Grade Mathematics (Mrs. Mcalhany, Mrs. Britt-Jones)

Materials: Math Textbook, math journal, pencil, daily materials that were sent home

Yearly Course Objectives:

- **Number & Operations:** The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition, subtraction, multiplication and division of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and strategies of adding, subtracting, multiplying and dividing fractions.
- **Algebra:** The student will write and interpret numerical expressions and analyze patterns and relationships
- **Measurement and data:** The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurement, as well as conversion and representing and interpreting data. Concepts of volume will also be included in this unit.
- **Geometry:** The student will demonstrate through the mathematical processes an understanding of graphs on a coordinate plane, and classifying two-dimensional figures into categories based on their properties.

Calendar: The content order in the following calendar will remain as it is throughout the year; however, the timeframe may change depending on students' needs. For example: algebra may last for 3 weeks instead of 4 weeks or it may take 6 weeks for students to master the content. The length of each unit may vary slightly.

Unit	Timeframe	Standards
Unit 1: Decimals: read, write, compare, round	23 days	5.NSBT.1, 5.NSBT.2, 5.NSBT.3, 5.NSBT. 4
Unit 2: Algebra: Order of operations, Evaluate expressions, 2 rule patterns	23 days	5.ATO.1, 5.ATO.2, 5.ATO.3, 5.G.1, 5.G.2
Unit 3: Multiplication and Division	10 days	5.NSBT.5, 5.NSBT.6
Unit 4: Decimal Operations	16 days	5.NSBT.7, 5.NSBT.2
Unit 5: Fraction operations	36 days	5.NSF.1, 5.NSF.2, 5.NSF.3, 5.NSF.4, 5.NSF.5, 5.NSF.6, 5.NSF.7
Unit 6 : Fraction Line Plots	9 days	5.MDA.2
Unit 7: Quadrilaterals	9 days	5.G.3, 5.G.4
Unit 8: Volume	9 days	5.MD.3, 5.MDA.4
Unit 9: Metric Conversions	9 days	5.MDA.1

Title: Fifth Grade Social Studies (Eadon & Riley)

Materials:

Savvas My World - South Carolina Social Studies (textbook)

Social Studies notebook (composition book)

Yearly Course Objective:

Mastery of South Carolina State Curriculum Standards for 5th Grade in Social Studies. An outline of Standards mastery by social studies strategy and skills is listed below in the monthly instructional chart.

Resources:

Texts, videos, calendars, timelines, maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, documents, letters, censuses, artifacts, models, aerial photos, satellite-produced images, and geographic information systems.

*The following pacing guide is the overall plan, but the number of days may change depending on the students' needs.

Unit	Timeframe	Standards
Unit 1: Creating Classroom Culture	10 days	Procedures and Deconstructed skills CO, CE, P, CX, CC, E
Unit 2: Civil War/Reconstruction 4th grade Review	10 days	4.5.CO, 4.5.CE, 4.5.P, 4.5.CX, 4.5.CC, 4.5.E
Unit 3: Expansion and Migration	30 days	5.1.P, 5.1.CX, 5.1.CC, 5.1.CE, 5.1.CO, 5.1.E
Unit 4: Federal Expansion	25 days	5.2.CE, 5.2.CX, 5.2.CO, 5.2.CC, 5.2.P, 5.2.E

Unit 5: America as a World Leader	30 days	5.3.CE, 5.3.P, 5.3.CX, 5.3.CO, 5.3.CC, 5.3.E
Unit 6: Social Changes	30 days	5.4.CO, 5.4.CE, 5.4.CC, 5.4.P, 5.4.CX, 5.4.E
Unit 7: Modern America	25 days	5.5.P, 5.5.CC, 5.5.CE, 5.5.CX, 5.5.CO, 5.5.E

Title: Fifth Grade Science (Mrs. McAlhany/Mrs. Britt-Jones)

Materials:

Inspire Science Textbook,
Science Journal(composition notebook)

Yearly Course Objective:

- Mastery of South Carolina State Curriculum Standards for 5th Grade in Science. An outline of Standards mastery by Science strategy and skills is listed below in the monthly instructional chart.

*The following pacing guide is the overall plan, but the number of days may change depending on the students' needs.

*Calendar: The content order in the following calendar will remain as it is throughout the year; however, the timeframe may change depending on students' needs.

Unit	Timeframe	Standards
Unit 0: Lab Tools and Lab Safety; Scientific Process	10 days	Procedures and skills
Unit 1: Matter	33 days	5.S.1A, 5.S.1B <ul style="list-style-type: none"> • Identify properties of Materials • Mixtures and Solutions • Physical and Chemical changes • Solids, Liquids and Gases
Unit 2: Ecosystems	30 days	5.P.2A, 5.P.2B <ul style="list-style-type: none"> • Matter in Ecosystems: Plant survival; Interactions of living things; Role of Decomposers • Energy in Ecosystems: Earth's major systems; Cycles of matter in Ecosystems; Energy Transfer in Ecosystems
Unit 3: Earth's Interactive Systems	31 days	5.E.3A, 5.E.3B

		<ul style="list-style-type: none"> • Water Distribution on Earth • Human Impact on Water Resources • Effects of the Hydrosphere • Effects of the Geosphere • Effects of the Atmosphere • Effects of the Biosphere
Unit 4:	34 days	5.L.4A, 5.L.4B <ul style="list-style-type: none"> • Earth Patterns and Movements • Earth and Space

Title: Fifth Grade ELA (Reading and Writing)

Teachers: Mrs. Riley, Mrs. Eadon

Materials: Reading Composition Book, Word Study Composition Book, Writing Folder, Nicky folder

Curriculum: Amplify CKLA ELA Curriculum (District-mandated)

*Amplify curriculum integrates reading and writing strategies/SC ELA standards through science and social studies-based informational units to build student background knowledge and to increase vocabulary. Research shows that when students are able to build both content knowledge and recognize content vocabulary when reading complex texts, comprehension increases.

Quarter/Content-based Unit	Timeframe	Units of Study
Quarter 1, Unit 1	22 days	Personal Narratives Beginning of Year Assessment
Quarter 1, Unit 2	19 days	Early American Civilizations
Quarter 2, Unit 3	16 days	Poetry
Quarter 2, Unit 4	19 days	Adventures of Don Quixote
Quarter 3, Unit 5	23 days	The Renaissance
Quarter, 3, Unit 6	16 days	Middle of Year Assessment The Reformation
Quarter 4, Unit 7	15 days	Shakespeare's A Midsummer Night's Dream
Quarter 4, Unit 8	19 days	Native Americans

Quarter 4, Unit 9 (if time permits)	22 days	End of Year Assessment Chemical Matter
Novel Study <ul style="list-style-type: none"> • <i>Forty Acres and Maybe a Mule</i> • <i>Restart</i> • <i>Research Quest</i> 	Used between the different units of study	

Unit of Study	Topics
Text-dependant analysis writing	Writing that includes response to readings throughout the school year; RACER strategy will be used for responses.
Unit 1 Personal Narratives	<p>Using the study of personal narratives, Student Learning Outcomes are:</p> <ul style="list-style-type: none"> • Identify and begin to successfully use personification in writing • Identify and begin to successfully use point of view in writing • Identify and begin to successfully use similes and metaphors in writing • Utilize "Think as You Read" strategy to deepen understanding of a text • Writing a personal narrative • Beginning-of-the-Year Assessment <p>Writing personal narratives using show, not tell; strong verbs, adjectives; personification; document thinking when reading; theme; plot; subject, predicate; dialogue;</p>
Unit 2 Early American Civilizations	<p>Using the information from Early American civilizations, student Learning Outcomes are:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Compare and contrast the Maya, Aztec, and Inca civilizations • Paraphrase information from a text • Create an informative or explanatory essay using evidence from the text • Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates • Unit Assessment <p>Informational writing; compare, contrast; paraphrasing, notetaking, drafting; using linking words; root word -tract and the prefixes ir-, inter-, and il; action and linking verbs, words that compare and contrast,</p>

	run-on sentences and subjects and predicates;
Unit 3 Poetry	Using the study and characteristics of poetry, student Learning Outcomes are: <ul style="list-style-type: none"> • Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor • Identify and write in various poetic forms, such as villanelle and list. • Compare and contrast poems using graphic organizers • Apply new poetry knowledge to develop the craft of writing poetry • Unit Assessment
Unit 4 The Adventures of Don Quixote	Using the complex text about Don Quixote, student Learning Outcomes are: <ul style="list-style-type: none"> • Distinguish between fact and opinion • Demonstrate understanding of pronoun-verb agreement and commas in a series • Demonstrate understanding of key vocabulary • Construct and share a four paragraph persuasive essay • Unit Assessment
Unit 5 The Renaissance	Using the information about The Renaissance, student Learning Outcomes are: <ul style="list-style-type: none"> • Develop an understanding of reading for purposes such as gist, explanation, details, and inferences • Write an informational paragraph • Review note-taking techniques on informational text • Create a biography about a famous Renaissance artist using at least two sources • Unit Assessment
Unit 6 The Reformation	Using the information of the Reformation period in history, student Learning Outcomes are: <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions • Middle-of-the-Year Assessment • Plan and create a slide presentation and draft a friendly letter considering both audience and purpose • Mid-Year Assessment
Unit 7 A Midsummer Night's Dream	Using the Shakespeare comedy "A Midsummer Night's Dream," student Learning Outcomes

	<p>are</p> <ul style="list-style-type: none"> • Identify poetic devices such as iambic pentameter and work to understand Shakespearian language • Dive into, engage with, and make sense of complex text and vocabulary • Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece • Complete character analysis from the perspective of each character's actions and desires
Unit 8 Native Americans	<p>Using the information of Native Americans in US history, student Learning Outcomes are:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Make inferences from informative text • Identify the main argument and evidence of a persuasive text • Focus on collecting relevant information and construct a persuasive essay <p>Unit Assessment</p>
Unit 9 Chemical Matter	<p>Using the information in science to learn about chemical matter changes, student Learning Outcomes are:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Compare and contrast two texts • Prepare arguments for and hold a debate • Categorize evidence and create character maps • Plan, prepare for, and deliver a presentation • Read and integrate information <p>End-of-the-Year Assessment</p>