

# ST. MARY



## Grade 3 – Grade 5 Course Description Catalog 2016 - 2017

**Love...Learn...Lead!**

# MISSION STATEMENT

As a ministry of St. Mary Parish, guided by the life of Jesus and His Blessed Mother, we love with devotion, learn with passion and lead with faith.

## STUDENT LEARNING EXPECTATIONS

### STUDENT LEARNING EXPECTATIONS

**S**tewards of God's earth

**P**eople of prayer

**I**maginative, enthusiastic, and creative

**R**espectful, loving, and kind

**I**ntelligent, inquisitive learners

**T**raveling the path of Jesus

Live with devotion...Learn with  
Passion...Lead with faith!

# Academic Honors

## Honor Roll

At St. Mary School, students are expected to achieve to the best of their ability. At the completion of each trimester, certificates are given to those who have earned “A’s” and “B’s” on their report card. Honor Roll awards are earned in 5<sup>th</sup> grade, 4<sup>th</sup> grade, and the final trimester of 3<sup>rd</sup> grade. Honor Roll is divided into the following categories:

- Principal’s List (All A’s) including
  - Christian Conduct and Effort
- A/B Honor Roll (All A’s and B’s) including
  - Christian Conduct and Effort

## Mighty Mustang

The Mighty Mustang award is given to students receiving at least a ‘4’ in all subject areas, conduct, and effort.

## SPIRIT

This award is given to students who are working hard and showing academic progress toward a Mighty Mustang award. It can be given to a student once during the academic year.

## Christian Citizenship

The Christian Citizenship award is given to students demonstrating exemplary classroom behavior and receiving an S+ in conduct.

# Academics

## Third Grade

Third Grade is a big academic leap from second grade. Students are becoming more independent and self-aware. We begin the year working for *Mighty Mustang* and *Christian Citizenship* awards and end the year on the Honor Roll. This is the year students begin to transition from learning to read to reading to learn. We work on independence and organization beginning the first day of class. Students are expected to take responsibility for their own belongings, their own space, their own behavior and their own learning. We work on growth mindsets and develop an inner voice that is encouraging and growth minded. Third graders work hard on building their academic persistence and stamina.

In **Religion**, third graders continue their study of the sacraments and different forms of prayer. Through our studies and Christian Service, we emphasize the Beatitudes, our School Learning Expectations (SLEs), and the Corporal Works of Mercy. We begin to learn the history of the early church and the apostles' role in building the church. We learn about the hierarchy of the diocese, parish, school and how we are all called to serve. All third grade students are required to complete six hours of Christian Service and the related class assignments.

In **Language Arts**, we move into cursive writing and away from printing. We work on the parts of speech: nouns, pronouns, verbs, adverbs and adjectives. We use *Step-Up-To -Writing* as we learn to write paragraphs. We work with figurative language and idioms as well as using a dictionary and a thesaurus. In our writing, we use simple, compound and complex sentences as we develop storylines and characters in our creative writing.

In **Reading**, we move from *learning to read* to *reading to learn*. We practice close reading and working with informational text. We learn to highlight the key ideas and take simple notes. We read

several novels as a class in addition to stories in our basal reader. We move away from picture books and onto more complex texts with higher thinking questions. We study character traits and settings as well as plot, problem and solutions. Compare and contrast activities are important in third grade. We study the ocean, stories worth telling again, creative inventive people, revolutionary war heroes, our early government, the solar system and dragons and giants in our Common Core Units.

In **Math**, we start the year with addition and subtraction and quickly move on to multiplication. Students are expected to have mastered addition and subtraction to 12 and by the end of the year, multiplication and division to 12. We also cover fractions, place value, word problems, money and elapsed time. We start fractions and progress to equivalent fractions.

In **Art** students will further develop understanding of mood in storytelling, basic forms of perspective, balance and symmetry, imaginary and surreal imagery while practicing the techniques of artists such as *Seurat*, *Van Gogh*, *Chagall*; they will learn styles of art using dots, rhythm of lines and creating imaginary surroundings using real images. The imagination gets a workout this year especially!

In **Social Studies**, we study maps, regions, and landforms. Third graders learn about the American Indian nations in their local region and take a trip to see a Maidu Village. Students learn about the roles of rules and laws in our daily lives. We study basic economic reasoning skills, past and present communities and their needs while tying it to our *Christian Service* projects and how we are called to be *Stewards of God's Earth*.

In **Spanish**, a good foundation will be provided for your child which they can apply to their required foreign language class in high school. Students are encouraged to participate individually and as a whole class through cooperative learning activities. In class, your child and I will recall words and phrases, as well as read together often. Third grade will learn: Expressions and feelings, time, personal pronoun introduction, describing people and things,

singular and plural nouns, verb introduction, adjective introduction, and Cultural traditions and holidays in Spanish-speaking countries.

In **Science**, third grade covers, force, motion, magnets, weather and adaptations through the *Next Generation Science Standards* adopted by the diocese of Sacramento. We incorporate Science / Technology / Engineering / Math, (*STEM*); Science / Technology / Engineering / Arts / Math, (*STEAM*); and Science / Technology / Religion / Engineering / Arts/Math, (*STREAM*) activities into all curriculum areas. These activities allow third graders to use their creativity and thoughtful ideas to test hypotheses and refine experiments. We look closely at current issues facing our world and what we can do to make a change for our future.

In **Music**, students grow in understanding of the music of other cultures, beginning with the folk and native music of our own American past. The study of music notation continues, through vocal music opportunities. Third grade students may also opt to participate in our instrument and vocal music program outside classroom music.

In **Technology**, students learn to manipulate words, data and information with much greater skill and efficiency. While taking time to practice our essay writing, we get a chance to learn greater formatting skills in Word and more advanced presentation concepts in PowerPoint. Our Excel abilities are also increased with more time spent finding ways of displaying data visually. We continue to find ways to coordinate our different programs and files to make our jobs easier and our final products more enjoyable.

Third grade is a big transition for **Music** students. They begin a two-year focus on the recorder. They use their own personal instruments to continue learning about the Elements of Music as they play many songs in the Recorder Karate curriculum. In Recorder Karate, students earn colored belts for their recorders as they master new songs, just as they would do for different levels of karate. Students learn to play as soloists and as an ensemble (together). Third grade also features activities with xylophones and other percussion, especially during the study of *The Nutcracker* ballet. Other notable areas of study in third grade include music inspired by the sea,

Americana songs, musical structure in Beethoven's *Minuet in G*, and music based on the story of Cinderella.

In **PE**, students find their motor ability increases and they gain better control. They are able to begin a concept of the order of a sequence in a movement. They are able to make well-defined combinations of movements.

## Fourth Grade

Fourth Grade is an important time of transition in elementary school. As fourth grade students, children have more responsibilities including homework each day, book reports, and keeping all work organized, including their planners, books, and both short and long term assignments.

In **Religion**, Fourth Graders will study the Mass, the Commandments, the Beatitudes, the saints, and prayers. We will prepare for our Fourth Grade liturgy, creating Prayers of the Faithful, continuing work as lectors, and practicing to help lead the school in song and prayer. All fourth grade students are required to complete eight hours of Christian Service and the related class assignments.

In **Language Arts**, students will learn how to write creative stories and multi-paragraph reports using the *Step-Up-To-Writing* program. Reports will include a saint's report and a California mission report. Students will also study and write poetry. They will practice writing; persuasive, informational, and narrative paragraphs. Students will also study and practice grammar ranging from nouns, verbs, adjectives, adverbs, and prepositions to working with sentence diagramming.

In **Reading**, we will do book reports on various genres such as mysteries, biographies, historical fiction, and non-fiction. Students will read a wide variety of pieces including short stories, informational texts, articles, poetry, novels, and plays. Through

these activities, students will continue to build their vocabulary and comprehension skills.

In **Social Studies**, we will study California history, ranging from the early Native American peoples, European exploration, the missions, the Gold Rush, statehood, and state government through present time. Students will be responsible for a mission report and a model to be done at home.

In **Science**, students will study a range of subjects from zoology, botany, ecology, biology, and physics. Students receive a booklet with each new unit and, by the end of the year, will have created their own textbook.

In **Music**, the students gain insight into the culture and folk music of the Native American tribes' specific to the California region. The study of Mission music further illustrates the interwoven nature of history, religion and music. Students will create instruments true to the nature of the Native American, sing songs in Latin from church history and understand the role music played for the Native American within the mission system.

In **Spanish**, we will provide a good foundation for your child which they can apply to their required foreign language class in high school. Students are encouraged to participate individually and as a whole class through cooperative learning activities. In class, your child and I will recall words and phrases, as well as read together often. Students will learn: Articles, verbs, negative expressions, verbs in present tense, and Cultural traditions and holidays in Spanish-speaking countries.

In **Math**, students will review their addition, subtraction, multiplication, and division facts with a deeper understanding of long division and two and three digit multiplication. They will be learning algebraic concepts along with working with fractions, decimals, graphs, forms of measurement, and probability.

By the time we reach fourth grade, our computer knowledge and ability in **Technology** has grown to the degree that we are ready for



our own personal drive on the server. With this right of ownership comes the responsibility of upkeep, and orderliness and the maintenance of our files and folders is a prime concern for the fourth grade computer student. Our work in Excel takes a large leap forward as our numbers are getting quite large in fourth grade. We start working in MLA format in Word creating a template for future essays and use Publisher for some creative communication devices such as flyers, banners, business cards and newsletters. Our research skills get a big boost as we delve deeper into the World Wide Web. Internet safety is a great concern and we spend a lot of time making sure that all our students understand the seriousness of what goes on on-line.

In **Art**, students will be setting out to learn the art history of California and all the variety of artists. We will be painting landscapes, creating architecture of California and focusing on use of color in creating the golden art of our state. Students will learn and practice how important line and color are to all styles of art. Such artists as Julia Morgan and the architecture of early California will be studied. As well, we will be learning about the materials artists of the Missions used, such as frescos, and the materials used by the ranchos.

In **Music**, fourth graders continue their two-year intensive study of the recorder. As they maintain their Recorder Karate work, they also begin to read and perform music of various styles as an ensemble (together). Their recorder technique grows more advanced as they prepare for the increased reading challenges of 5th grade music. Major topics of study include songs of revolution, Blues music, music inspired by endangered species, The Beatles, and the songs of Stephen Foster.

In **PE**, students are growing in definite patterns. They are between the stages of childhood and youth. Their hand – eye coordination is improved and they are becoming more skillful with their fine motor skills. Students at this stage have mastered many loco-motor and non loco-motor skills and are able to manipulate objects in a variety of ways.

Fourth Grade is a wonderful year because children truly enjoy learning and have begun their journey into the intermediate grades.

## **Fifth Grade**

As fifth grade students, children will have an increase in responsibilities. Students will work in small groups, but the majority of work is completed independently. The units in fifth grade begin tackling complex literature and ideas that connect with history, science, and the arts. Students develop their writing skills within many genres. Students will have approximately an hour to an hour and a half of homework each night, and will be responsible for short and long term written reports and presentations. Student will also be responsible for keeping work organized in their folders and interactive notebooks, using their planner daily, and completing assignments as assigned.

In **Religion**, fifth graders will study the parts of Mass, strengthen their knowledge of the Commandments and the Beatitudes, and learn new prayers. Students participate in the preparation of a school wide mass/prayer service, where they will work as lectors, creating Prayers of the faithful, and leading the school in prayer and song. All students are required to complete 4 hours of Christian service per trimester, for a total of 12 hours a year, and other required class assignments.

In **Language Arts**, students will learn how to write creative stories and a multi-paragraph report using the Step-Up-To-Writing and the Common Core ELA program. Reports will include an autobiography report, a personal narrative essay, a persuasive essay, expository essay, descriptive essay, and a state report, Students will keep a writing folder where they will complete quick write topics throughout the week. Students will also study figurative language and reinforce grammar.

In **Reading**, we will have a series book reports both written and presented orally. Students will read various genres such as

autobiographies, biographies, fables, realistic fiction, historical fiction, and non-fiction. Students will read a wide variety of pieces including short stories, informational texts, articles, poetry, novels, and plays. Through these activities, students will continue to build their vocabulary and comprehension skills. Students will continue close reading to gain better comprehension of the information they are reading.

In **Social Studies**, we will study the development of America up to 1850 with a focus on changes in culture, economics in America, geography, governance and civics, branches of government, the civil war. Students are responsible for a research essay, written in class and at home, based one of the 50 states or an important historical figure.

In **Science**, students will study a range of subjects from matter and its interactions, motion, energy, ecosystems, earths systems, and engineering design. Students receive handouts and other documents with each new unit. Students will keep an interactive student journal creating their very own textbook with all the handouts and experiments completed.

This **Spanish** course is designed to build upon the instruction from previous years. The content focuses on comprehensive written and spoken Spanish by developing listening, speaking, reading, and writing language skills. Students will be exposed to the geography and cultures of the Spanish-speaking world which is increasingly important to the global community. Your child will be participating in Spanish class twice a week. Students are encouraged to participate individually and as a whole class through cooperative learning activities. Your child will be utilizing the *Aventuras* textbook and workbook that is provided by St. Mary School until the end of their 8<sup>th</sup> grade year. Quizzes and exams will be taken in class. Homework, class work, and active participation are very important and part of the learning process.

In **Math**, students will develop understanding of why division procedures work and will finalize fluency with multi-digit addition, subtraction, multiplication, and division. Students will apply

previous knowledge of properties of predations, computations, and making reasonable estimates. They will be learning algebraic concepts along with working with fractions, decimals, graphs, forms of measurement, and probability. Students will be able to recognize volume as an attribute of three-dimensional space. Students will also learn to write and interpret numerical expressions, perform operations with multi-digit whole numbers, fractions, and decimals, apply and extend previous understandings of multiplication and division as well as geometric measurement.

In **Music**, students will enrich and build upon their knowledge of American folk music through the study of songs from various eras in our country's past. They will also reinforce music reading skills as we learn to play the ukulele.

In **Technology**, we are becoming more independent in the use of our computer knowledge and ability. While exploring further the capabilities of Excel, we also make our first foray into using the database program Access. We are also investigating the creation of websites through coding in HTML. Hyperlinking in all Microsoft applications is being used to create a cohesive unit of data or information presentation. Our creation of a template in Word is duplicated in Excel and we learn about the different options available for file formats in PowerPoint. Creation of an outline tool that can turn an essay into a PowerPoint presentation is learned and makes those essays come alive.

In **Art**, fifth graders will compare different works of art, including realistic and non-realistic, using elements of art. Works of art from different times from a major culture and different regions of the United States are chosen. Students will work on various projects to practice conveying a sense of depth: one-point perspective drawings, landscape, and illusion of space are some of the projects they will complete. They will assemble found objects to create a mixed media work of art. Students will also explore principles of design focusing on unity and harmony.

Students will be traveling through not only early American art but they will be packing a bag with all the tools they will need: shape,

form, texture, symbols and patterns. Artists such as *Grandma Moses*, *William Johnson* and Colonial artists will be studied. Students will get a chance to “see” differently through means such as positive and negative space, primitive materials used in early American works and how life was translated into storytelling in art.

In **PE**, students continue to manipulate a variety of objects according to more specific goals. At this level specific body types are more efficient in certain movements, skills, and activities as body size and strength increase steadily. Students become more proficient in basic skills, such as running, jumping, and throwing. They manipulate objects through space and accuracy and with the added element of speed.

## Technology

Students in Grade K-5 are expected to abide by the following policy on the use of technology:

- I will not give out any personal information.
- I will use language appropriate for school.
- I will always respect my fellow students and their creations.
- I will not communicate with anyone on the computer without my teacher’s permission.
- I will not go on the internet without my teacher’s permission.
- I will take my time when I write on the computer, using proper language and I will try to spell everything correctly.
- I will not bully others when I write on the computer.
- I will never access another student's account or make any changes to their account.
- I will not reveal anyone else's identity when I write on the computer.

Students in Grade 3-5 are expected to abide by the following policy on the use of technology:

- I will not give out any information more personal than my first name nor will I post pictures of myself or my classmates.

- I will not plagiarize; instead I will expand on others' ideas and give credit where it is due.
- I will use language appropriate for school.
- I will always respect my fellow students and their writing.
- I will not communicate with anyone on-line that refrains from benefiting my knowledge of history, this course, or current events.
- I will use constructive/productive/purposeful criticism on-line, supporting any idea, comment, or critique I have with evidence.
- I will take posting on-line seriously, posting only comments and ideas that are meaningful and that contribute to the overall conversation.
- I will take my time when I write on-line, using formal language (not text lingo), and I will try to spell everything correctly.
- I will not use my on-line posts or comments as a chat room. (No IM or texting lingo.)
- I will not bully others in my on-line posts or in my comments.
- I will never access another student's on-line account or make any changes to their on-line account.
- I will not provoke other students in my on-line posts or comments.
- I will only post approved photos that are school appropriate and are either not copyrighted or correctly cited.
- I will not spam.
- I will only post comments on posts that I have fully read, rather than just skimmed.
- I will not reveal anyone else's identity in my comments or posts.

## Athletics

The following teams will be offered during this school year:

Flag Football	Varsity: Boy's 5 <sup>th</sup> - 8 <sup>th</sup> Varsity: Girl's 5 <sup>th</sup> - 8 <sup>th</sup>
Cross Country	J.V.: Co-Ed 5 <sup>th</sup> - 6 <sup>th</sup>
Volleyball	Varsity Boys: 5 <sup>th</sup> - 8 <sup>th</sup> J.V. Girls: 5 <sup>th</sup> - 6 <sup>th</sup>
Basketball	J.V. Boys: 5 <sup>th</sup> - 6 <sup>th</sup> J.V. Girls: 5 <sup>th</sup> - 6 <sup>th</sup>
Little Dribblers:	Students in grades 1 <sup>st</sup> -4 <sup>th</sup>
Track	J.V. Co-Ed: 5 <sup>th</sup> -6 <sup>th</sup>
Golf	Varsity Co-Ed: 5 <sup>th</sup> -8 <sup>th</sup>

All upper grade level students are eligible to participate on athletic teams sponsored by St. Mary School.

## Player Eligibility

All students are eligible to participate on athletic teams sponsored by St. Mary School and we will provide a team for everyone as we are a no cut program. Participation in the program requires regular attendance at practices and games as required by athletic coaches. However, it is important that we remember that students are at St. Mary's to get a good education. They are Student Athletes at St. Mary's and their first priority is their education. Coaches and parents often forget this fact. In addition, membership on a sports team requires acceptable behavior at all times--good sportsmanship, and respect for coaches, players, and officials during games and practices. Participation in sports is a privilege afforded to all students and is intended to supplement the academic program.

Players must have a "C" average in each subject and at least a "Satisfactory" or a "B" in conduct and effort from every teacher to be eligible to play. The principal and athletic director will review grades every two weeks during the season. The first time a grade falls below the acceptable level, a warning will be issued to the student, parent, and coach explaining that improvement must be made in that particular subject or subjects within the next week in order to continue playing. The following directives will apply:

- If a student has a C- in a subject that student will be on academic warning until the C- goes up to a grade of C or better.
- If a student maintains a “C-“ at grade check then the student will continue to be on warning.
- If a student has a “D” in a subject that student will be on academic warning. If improvement has not been made by the next grade check, an academic ineligibility notice will then be issued and the student will not be able to participate for at least two weeks and will have to bring the grade or grades up to acceptable levels to regain their eligibility.
- If a student has an “F” in a subject that student is automatically academically ineligible. If improvement is made in that subject or subjects to acceptable standards at the next grade check then the student will be eligible to play.

At the end of a quarter, if a student’s report card has a grade of “D” or “F,” the student will automatically be on academic warning at the beginning of the new quarter. If improvement is made in that subject(s) to acceptable standards at the grade check period, then the student will be taken off academic warning. If no improvement is made then the student will be academically ineligible.

Prior to starting the winter and spring sports’ seasons, grade checks will be submitted by the teachers to the athletic director for all students signing up to participate. Grades will have to be satisfactory before any student is allowed to begin practice for that particular sport. A student with a grade of a “D” or “F” will be put on academic warning automatically to begin that particular sports season. If the student brings up the grade(s) to an acceptable level then the student will be eligible to play by the first game. If the student fails to bring up the grade(s) then the student will be ineligible to play until the regular grade check is submitted and the students’ grade(s) is at an acceptable level.

It is imperative that coaches and parents/guardians support this policy and continually emphasize the importance of turning in homework assignments, studying for tests, and displaying



appropriate behavior in the classroom. Athletes need to know from the beginning that their coaches and parents/guardians are supporting the policy, but are willing to help them in the process. It is important that athletes feel comfortable enough to tell their parents/guardians and coaches how they are doing or if they are worried about a particular class.

All upper grade level students are eligible to participate on athletic teams sponsored by St. Mary School. Varsity teams are composed primarily of 7<sup>th</sup> and 8<sup>th</sup> grade students. Junior Varsity teams are generally composed of 5<sup>th</sup> and 6<sup>th</sup> grade students. Specific guidelines are as follows and may be adjusted as league rules change:

- Fourth graders are not eligible to participate on a junior varsity team.
- Little Dribblers Basketball is open to both boys and girls in grades 1<sup>st</sup> – 4<sup>th</sup>. Students must participate on a team according to their current grade.
- JV teams that need to be split due to a high number of players will be placed by grade, skill level, and need as long as numbers make this possible.
- Due to high numbers of players, the coach, athletic director, and the principal will determine the Varsity teams that need to be split. This is done to evaluate the best option for the players.