

INTERNATIONAL
COMMUNITY SCHOOL

Elementary
School
Curriculum

5
Grade Five



This guide is based on the grade five standards and benchmarks taught at International Community School. Grade five students are expected to demonstrate mastery of these skills by the end of grade five.



Expected Student Outcomes

Interpersonal:

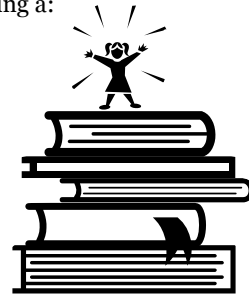
ICS students will recognize their personal uniqueness through:

1. demonstrating cultural sensitivity
2. developing a godly self-image
3. living productively

Curricular:

ICS students will demonstrate academic excellence by becoming a:

1. Critical Thinker
2. Quality Communicator
3. Problem Solver



Spiritual:

ICS students will

1. appreciate God and His Word
2. develop Biblical character by:
 - A. growing as a Christian
 - B. modeling their teachers
 - C. obeying Biblical authority
 - D. living fruitfully

Language Arts

Comprehension and Response to Story

- * Reads and understands different types of stories appropriate for fifth grade.
- * Recognize and value many kinds of literature.
- * Make connections between actions of literary characters and of self confronting similar situations
- * Retell or summarize a story in writing or orally using own words being sure to include important details .
- * Identify the main events in the plot and their causes and how each influences future actions.
- * Make and confirm predictions about text by using prior knowledge and ideas presented in text, including illustrations, titles, and foreshadowing clues.
- * Recognize and use strategies (e.g. compare/contrast, sequence, cause/effect, making inferences) to increase comprehension.



Things to Remember

- School attendance is an absolutely necessary component of the educational process.
- Please know that your child's absences do affect his/her academic performance.
- Too many absences throughout the school year could be cause for retention in a grade level.
- If a family has a conflicting activity, the parent should notify the school office as soon as possible detailing the anticipated absence.
- Parents are expected to promote and support the policies and personnel of ICS, to speak positively about the school, and to direct any questions or concerns to the appropriate individuals.
- Any parent who would like a conference with his/her child's teacher outside of the scheduled yearly conference is asked to arrange for a conference time in advance. Since teachers have certain duties and responsibilities before and immediately after school, they are not always free for a conference. You may set up a conference by calling the school office or emailing the teacher. **Please do NOT drop by the class during school time to talk with the teacher.**



Science

Students will:

- Develop inquiry skills, make observations using senses and science tools, conduct scientific experiments, make models
- Distinguish among the objects in the solar systems
- Explain the water cycle
- Recognize the factors that determine weather, weather patterns, and climate
- Describe physical and chemical changes; investigate mixtures and solutions
- Explore various forms of energy; explain electricity, electric charges and currents
- Investigate forces and changes in motion
- Identify the human body systems and their functions
- Describe how environmental changes affect organisms
- Compare and contrast plant and animal survival adaptations



Social Studies

Students will:

- Identify similarities and differences among families around the world. (food, shelter, beliefs, customs, schooling, use of environment and resources)
- Identify elements of culture. (i.e. language, food, clothing, traditions, beliefs)
- Identify and use words related to the concept of location.
- Identify patterns of change in society. (i.e. religious rituals, governance, development of communication systems)
- Demonstrate knowledge of the physical environment and how this affects people's lives and culture.
- Distinguish between goods and services and identify ways they can be exchanged.
- Recognize appropriate and inappropriate social behavior and the impact of making choices about that behavior.
- Explain the purpose for rules in home, school, and community.
- Distinguish between goods and services.
- Give examples of cooperation and conflict among individuals.



- * Describe the structural differences of various forms of literature (e.g. fairy tales, fables, myths, biographies).
- * Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, limericks, free verse).
- * Summarize and paraphrase information gained through reading.
- * Distinguish between fact and opinion in informational text.
- * Use heading, topic sentences, and graphic organizers to determine main ideas and to locate information in expository text.
- * Produce summaries of non-fiction texts, accurately conveying the main idea.
- * Distinguish between fact and opinion in expository text.
- * Use text organizers (e.g. headings, topic and summary sentences, graphic features) to determine main ideas and locate information in expository texts.
- * Produce written and oral responses to literature that demonstrate an understanding of the literary work, including main idea and significant details.
- * Recognize and use strategies (e.g. compare/contrast, sequence, cause/effect, making inferences, understanding character, understanding point of view) to increase comprehension.
- * Evaluate new information and hypotheses by testing them against known information and ideas, including generating and responding to essential questions.
- * Identify and define the presence of figurative language in literary works, including similes, metaphors, hyperboles and personification.
- * Produce written and oral responses to literature that demonstrate an understanding of the literary work (including main idea and significant details) and that support judgments through references to text and to prior knowledge.
- * Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes of character's actions

Reading

- Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms, and derivations to decode and determine the meaning of words.
- Use a dictionary as a tool for reading (e.g. pronunciation, parts of speech, meaning).
- Begin to use appropriate strategies when reading for different purposes (e.g. full comprehension, following multi-step instructions, personal enjoyment).
- Read a variety of texts silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.
- Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms, and derivations to decode and determine the meaning of words
- Begin to use idioms and similes to infer literal and figurative meanings of phrases



Writing



- Write fluidly and legibly in manuscript and cursive print.
- Write simple, compound, and complex sentences, including appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
- Identify and use nouns, pronouns, verbs, adverbs, prepositions, conjunctions and adjectives correctly.
- Identify and use appropriate capitalization (beginnings of sentences, proper nouns, first word of quotations) and punctuation (commas, apostrophes, quotation marks, and underlining) within the selected internationally recognized system.
- Use spelling conventions consistent with the selected internationally recognized system (high frequency words, initial consonant substitutions to spell related words, commonly misspelled words from an age-appropriate list; use compounds, roots, prefixes, suffixes, and syllable constructions).
- Edit and correct written works to reflect correct capitalization, punctuation, spelling, and grammar.
- Use a multi-step writing process (e.g. prewriting, drafting, revising, editing, publishing) to produce written works.
- Write clear, fluid sentences.
- Use strategies to organize written work (e.g. include beginning, middle, end; use a sequence of events).
- Revise drafts for clarity and coherence.
- Write in a variety of genres (e.g. poetry, narratives, book reports, journals, letters, persuasive, instructions).
- Use descriptive words that add interest and meaning to written works.
- Take guided notes on oral/written communication.
- Use strategies to organize written work according to type and purpose of writing.
- Write a multi-paragraph composition that provides an introductory paragraph, establishes and supports a central idea, includes supporting paragraphs, and concludes with a summary.
- Use traditional structures (e.g. chronological order, cause/effect, posing and answering a question) for conveying information.
- Select a focus, organization, and point of view based upon audience, length, and format requirements.
- Use a variety of perspectives in writing.
- Take notes on oral/written communication for a variety of purposes.

Math

- Understand place value, whole numbers, and decimals; represent numbers in different forms
- Fractions, Decimals, Percents
- Add and subtract positive and negative numbers
- Add, subtract, multiply, and divide on grade level
- Understand and use properties of addition and multiplication
- Compute fluently in all operations and fractions and decimals
- Describe, analyze, and extend patterns and functions
- Represent and analyze mathematical situations using algebraic symbols
- Analyze change between two variables in input/output tables
- Analyze characteristics and properties of 2- and 3-dimensional shapes on grade level
- Use rotation, reflection, translation, tessellation, coordinate grids to describe location and movement
- Identify and build a 3-dimensional object from a 2-dimensional representation
- Understand measuring attributes of length, perimeter, area, weight, volume, angle, and temperature
- Carry out simple unit conversions within a system of measurement
- Formulate questions to be addressed with data and collect, organize, display the data
- Interpret, evaluate, and analyze data; make predictions and conclusions about data
- Understand probability and represent likelihood with a fraction or decimal
- Develop and use problem solving strategies to solve grade level problems
- Communicate mathematical thinking clearly to others using correct language
- Create and use representations to organize, record, and communicate mathematical ideas clearly



Bible

The ICS Elementary Bible curriculum is scripture-based, God-fearing, and personally applicable for each lesson learned. Using the Bible as the textbook, students will study and analyze passages through Scripture meditation and journaling. Students will learn how to summarize and apply Biblical truths, look at apologetics, and recite passages of scripture. The Bible curriculum is based on the philosophy of Navigators Topical Memory System, and a student who remains at ICS for 6 years will have studied and memorized over 129 passages of scripture (that is over 200 verses).

