



## St. Junipero Serra Catholic School Back-to-School Night Packet 5th Grade

Included in the Back-to-School Night Packet

- Online Contact Information
- Curriculum Outline
- Back-to-School Night Acknowledgement Form **Due on Friday, September 9, 2022**

### Online Contact Information

Administration:

Mr. Tim Tolzda, Lead Principal/Administrator – [ttolzda@serraschool.org](mailto:ttolzda@serraschool.org)

Mrs. Carol Reiss, Principal Preschool-Grade 4 – [creiss@serraschool.org](mailto:creiss@serraschool.org)

Mrs. Julie Radzai, Principal Grades 5-8 – [jradzai@serraschool.org](mailto:jradzai@serraschool.org)

Mrs. Ellen Burrola, Assistant Principal Preschool-Grade 8 – [eburrola@serraschool.org](mailto:eburrola@serraschool.org)

Mrs. Elaina Stokes, Assistant Principal Grades 5-8 - [estokes@serraschool.org](mailto:estokes@serraschool.org)

Mrs. Patty Dominguez, Administrative Assistant Grades 5-8 - [pdominguez@serraschool.org](mailto:pdominguez@serraschool.org)

Homeroom Teachers:

5A - Miss Sarah Segroves, ELA and Social Studies - [ssegroves@serraschool.org](mailto:ssegroves@serraschool.org)

5B - Ms. Erin Husli, ELA and Academic Skills– [ehusli@serraschool.org](mailto:ehusli@serraschool.org)

5C - Mrs. Rebecca Renna, Math and Science – [rrenna@serraschool.org](mailto:rrenna@serraschool.org)

5D - Mrs. Morgen O'Connell, Religion and Social Studies – [moconnell@serraschool.org](mailto:moconnell@serraschool.org)

Specialty Teachers:

Mrs. Melodie Kabashima , Grade 5 Science - [mkabashima@serraschool.org](mailto:mkabashima@serraschool.org)

Miss Rebecca Hanna, Grade Math and Science - [rhanna@serraschool.org](mailto:rhanna@serraschool.org)

Mrs. Kirsten Swanson , Academic Skills - [kswanson@serraschool.org](mailto:kswanson@serraschool.org)

Miss Christina Tschlis , Academic Skills - [ctschlis@serraschool.org](mailto:ctschlis@serraschool.org)

Mrs. Gina Christman, Grade 5 Small Group ELA - [gchristman@serraschool.org](mailto:gchristman@serraschool.org)

Mr. Mark May, Grade 5 Advanced Plus Math – [mmay@serraschool.org](mailto:mmay@serraschool.org)

Mr. Shaun Supernaw, Small Group Math - [ssupernaw@serraschool.org](mailto:ssupernaw@serraschool.org)

Mrs. Erin Husli, Advanced Plus ELA - [ehusli@serraschool.org](mailto:ehusli@serraschool.org)

Mrs. Jessica Kim-Saad, Art – [jkim-saad@serraschool.org](mailto:jkim-saad@serraschool.org)

Mr. John Rodriguez, Physical Education – [jrodriguez@serraschool.org](mailto:jrodriguez@serraschool.org)

Mrs. Hillary Olson, Creativity Lab and Physical Education - [holson@serraschool.org](mailto:holson@serraschool.org)

Mrs. Kim Taylor, Music – [ktaylor@serraschool.org](mailto:ktaylor@serraschool.org)

The fifth-grade teachers use email as their main source of communication. Please allow a 24-hour response time.

### Grading Policy

Grades will be entered into the grade books in the following weighted categories:

80% Authentic Assessment

20% Approaches to Learning

The students will be continually assessed using both formative and summative instruments, such as rubrics, classroom activities, research papers, individual and group presentations, projects, quizzes, and tests. Activities that support learning, such as group work, class work, and homework, will make up a smaller portion of the student's total grade.

### **Formative assessment**

The goal of formative assessment is to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

More specifically, formative assessments:

- help students identify their strengths and weaknesses as well as target areas that need work.
- help faculty recognize where students are struggling so they can address problems immediately.

### **Summative assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against standards and/or benchmarks.

Examples of summative assessments include:

- a chapter or midterm exam
- a final project
- a research paper/essay

Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent units or courses.

### **Homework and Late Work**

Completion of homework is an organizational skill that is critical to student success in middle school and beyond. A strict homework policy will be enforced. Homework is expected to be completed and submitted on the due date. Students will have the opportunity to turn in the assignment the following day and receive 75%. If it is not turned in by the third day after the due date, the student will receive a 50%.

Any work missed due to student absence is the responsibility of the student. Students should find out about missed work by checking Canvas and then obtaining, outside of class time, any necessary clarification from a classmate or the teacher when they return from the absence. Students are allowed as many days as they were absent to make up the missed work without being considered late. After the allotted time, the late work policy will be enforced.

## Long Term Projects

Long-term projects are due on the due date regardless of student absence.

## Fifth Grade Curriculum

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### Religion

Text: *We Believe*-Sadlier, 2015

*Family Life – Grade Five* Benziger 2011

- Chapel for Mass, prayer services, rosary prayer, and adoration of the Blessed Sacrament
- Diocesan Standards of Religion
- New Testament: the Sacraments; the Beatitudes; Gospel studies
- Family Life: The Five Components of God’s Gifts
- The Spiritual and Corporal Works of Mercy
- Spiritual Retreats
- On-going Service in Action: Outreach projects and service opportunities
- Integration of Religion into all areas of instruction

Students will participate in formal and informal note-taking activities, study-skill reinforcement, class discussion, creative projects, and periodic assessments. Subject matter will consist of living our faith through prayer, the Sacraments, the Beatitudes, and the Spiritual and Corporal Works of Mercy. Weekly Gospel/Scripture activities will take place.

As part of Family Life, students will learn about the human reproductive system. This part of the course will be complemented by the Family Life component of our Religion curriculum. (Please also refer to the parent acknowledgement at the end of Mrs. O’Connell’s Religion syllabus which was passed out the first week of school.) The fifth-grade teachers will be facilitating the “Our Changing Bodies” presentation on November 18, 2022.

**Catholic Faith Formation Program:** In an effort to help our students become stronger members of our Catholic faith, the SJSC faculty will present additional Religion curriculum revolving around basic catechism, including the Creed, liturgy and sacraments, Christian morality/justice, and prayer.

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### Social Studies

Text: *History-Social Studies – United States History*, Houghton Mifflin Company

Students will participate in formal and informal note-taking activities, class discussion, creative projects, oral presentations, practice of a variety of study strategies, and written assessments. Subject matter focuses on the California standards for fifth grade, which cover United States history from the Pre-Columbian Period through the mid-1850s. Students will use reading comprehension and critical thinking skills, including analysis, cause and effect, inference, and evaluation, throughout the year. Activities include hands-on learning experiences that relate to American History, including **Walk Through the American**

**Revolution (March 30 and 31).** In addition, students will study geography and are expected to know geographical terms, the location of the current 50 states, and the names of their capitals.

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### **English Language Arts (ELA)**

Text: *Reading: Wonders*

Publisher: McGraw-Hill

Workbook: *Easy Grammar: Grade 4*

Publisher: Easy Grammar Systems

Novels:

- *Wonder* by R. J. Palacio
- *Sophia's War* by Avi
- *The Lion, the Witch, and the Wardrobe* by CS Lewis

During the reading classes in fifth grade, students at all levels of instruction will utilize critical thinking skills as they explore literature. Students will analyze works of fiction and nonfiction. Some of the literary elements that will be explored include theme, conflict, characterization, imagery, and figurative language. Students will read three class novels during the course of the year in a guided format that incorporates classroom discussion, literary analysis, and an exercise of higher-order thinking skills. The course will also feature high-quality literature from several other literary genres, including short stories, drama, poetry, and nonfiction. Multiple forms of assessment will be used, including tests, quizzes, projects, oral presentations, discussions, and notes.

Grammar and writing are additional components of the Common Core English Language Arts curriculum. Writing a single paragraph in the Jane Schaffer format will be the main focus in fifth grade. Students will be given a rubric addressing all of the requirements for their final paragraph/essay before they write. Analytical content will be important, as will the mechanics of writing: grammar, spelling, MLA format, and punctuation. In addition, students will practice narrative writing, persuasive writing, and poetry. Grammar will be taught using the *EZ Grammar* workbook and supplemental materials.

### **ELA (Advanced Plus)**

The Advanced Plus Language Arts course is designed to follow and expand on the scope of the grade-level Language Arts courses. Students in the Advanced Plus Language Arts class will focus on analyzing both literary and informational texts and on producing clear and effective writing. In addition, students will identify and practice reading comprehension skills, applying them to multiple texts drawn from a variety of genres and sources. Assessments used in the Advanced Plus Language Arts courses include tests, quizzes (announced and unannounced), projects, oral presentations, writing assignments, and class discussions. Assignments in the Advanced Plus Language Arts course will be weighted similarly to corresponding assignments in the grade-level Language Arts courses.

### **ELA (Small Group)**

Text: *Reading: WonderWorks (Intervention)* Publisher: McGraw-Hill

Novels:

- *Wonder* by R. J. Palacio
- *Phoebe the Spy* by Judith Griffin
- *The Lion, the Witch, and the Wardrobe* by CS Lewis

Small group ELA uses the *WonderWorks* worktext. This consumable worktext guides the class through the fifth-grade Common Core English Language Arts curriculum. Units are divided into “Weeks.” Each week covers organizational strategies, vocabulary, a grammar concept, a reading passage, and writing based on text evidence. We use a topic from the story to write a guided Jane Schaffer paragraph. Analytical content will be important, as will the mechanics of writing: grammar, spelling, MLA format, and punctuation. In addition, students will practice persuasive writing, poetry, as well as daily/weekly journal writing.

In addition to the worktext, students will read three class novels during the course of the year in a guided format that incorporates classroom discussion, literary analysis, and an exercise of higher-order thinking skills. Grammar will be taught using the Easy Grammar workbook and supplemental materials. Multiple forms of assessment will be used, including tests, quizzes, projects, oral presentations, and discussions.

Reading Plus ([www.readingplus.com](http://www.readingplus.com)) is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice. Reading Plus aims to develop and improve students’ fluency, comprehension, and vocabulary. **Seven sessions** are required per week; some will be completed in class, and some will be done as homework.

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## Academic Skills

The Academic Skills class supports the skills being developed across the 5th grade curriculum. Classwork will be driven by the 5th-grade reading, writing, and vocabulary standards. Class will focus on:

- Vocabulary development through adaptive programs, as well as supplemental activities and worksheets that include practice with homophones, homonyms, and Greek or Latin roots
  - Grammar skills that support and reinforce the 5th-grade Common Core Language objectives
  - Thirty minutes of Sustained Silent Reading (students are to have a novel of their own choice in class daily).
  - Reading comprehension skills will be further developed by reading various genres and understanding how a text is structured using concepts such as chronology, comparison, cause/effect, and problem/solution.
  - Writing practice in short narratives, personal reflections, and responding to texts using evidence from the text for support
  - Speaking/Listening skills through collaborative discussions in groups and short presentations
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## Math (Advanced & Leveled)

**Text:** *enVisionMath 2.0 Common Core* Publisher: Pearson Education, Inc., Copyright 2015

*Simple Solutions Workbook* Publisher: Bright Ideas Press, (ISBN: 1-934210-12-9)

**The website for the math text is:** <https://sso.rumba.pk12ls.com/>

Real-world applications will allow students to see how they can use math in their daily lives and give students the foundation for the math needed in the future. Applications in every lesson inform students why it is important to learn mathematics. **The goals for fifth-grade math include strengthening students’ understanding of place value, decimals, fractions, geometry, measurement, along with problem-solving skills.** A high priority will be placed on note-taking, math-specific vocabulary, and study

skills. Classwork will be assigned from the *Simple Solutions* workbook, along with problems from the new material taught. All math work must be completed in pencil, with all work shown and answers boxed or highlighted in yellow. *Simple Solutions* and additional quizzes will be given on a regular basis. Chapter tests will be announced several days prior to the test date. Pencil, red pen, yellow highlighter, graphing notebook, *Simple Solutions*, and textbook are standard materials for class.

### **Math 5 Advanced Plus**

Text: *enVisionMath 2.0 Common Core*, Pearson Education, Inc., Copyright 2016  
*Simple Solutions Workbook Intermediate B*, Bright Ideas Press

The California Common Core State Standards will be the focus of every lesson. Students also will incorporate the Standards for Mathematical Practice. Both sets of standards can be viewed at <http://www.corestandards.org/Math/>. **The website for the math text is: <https://www.pearsonrealize.com>**

This course focuses on mastery of Math 5 standards while introducing Math 6 standards. Students are expected to complete their homework every night, participate in class, and seek assistance as needed from peers or Mr. May.

**Homework:** Homework will be given every night to reinforce and practice the lesson taught in the classroom. Daily homework will be graded primarily on completion and effort. Homework and Class Participation accounts for 20% of a student's grade.

**Tests/Quizzes:** There will be announced quizzes, pop quizzes and chapter tests. Authentic assessment accounts for 80% of a student's grade.

**Required Materials:** Students should bring the following to class each day: Textbook, Simple Solutions workbook, notebook, charged Laptop, pencil pouch (with pre-sharpened pencils & eraser, pencil sharpener, yellow highlighter)

**Extra Help:** Mr. May will be available every afternoon  
**2:40pm-3:10pm Monday- Friday**

### **Math (Small Group)**

Text: *enVisionMath 2.0 Common Core*, Pearson Education, Inc., Copyright 2015  
*Simple Solutions Workbook*, Bright Ideas Press

The California Common Core State Standards will be the focus of every lesson. Our class will use the textbook to guide us through the standards, and supplemental materials will be used to reinforce the concepts learned. The goals for fifth-grade math include strengthening students' understanding of place value, decimals, fractions, geometry, and measurement and developing their problem-solving skills. Basic facts are a MUST and will be assessed daily. Assessments will be given in a variety of formats, including tests and quizzes (written & digital), projects, group work, oral expression of knowledge, and the students'

interactive notebooks. *Simple Solutions* will be directly taught and differentiated to be appropriate for students with a variety of learning needs. Homework will be a continuation of what we started in class and will reinforce the lesson taught that day. Homework must be completed in pencil only, with final answers boxed/highlighted, and students must neatly show supporting work in an organized manner. Pencil, red pen, yellow highlighter, graphing notebook (used as an interactive notebook), *Simple Solutions*, and the textbook are standard materials for class.

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## **Science**

Fifth grade uses the 5th Grade Next Generation Science Standards (NGSS) curriculum, which features three major units of study, including Life Science, Physical Science, and Earth Science. Teachers use a variety of online resources to meet these standards such as and not limited to Discovery Education and Mystery Science. The class promotes STEAM (science, technology, engineering, art, and mathematics) by integrating each component into various hands-on activities that facilitate learning.

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## **Creativity Lab**

We are excited to share with your child the St. Junipero Serra 5<sup>th</sup>-8<sup>th</sup>-Grade Creativity Lab. The Creativity Lab is a 21st-century learning lab for students of all interests, ages, and abilities. Creativity Lab puts technology and learning resources in the hands of students, engaging learners in science, technology, engineering, the arts, and mathematics (STEAM) while building critical 21st-century skills.

Creativity Labs features a project-based, student-centered curriculum supporting STEAM and other core academic content. The Creativity Lab is a powerfully integrated and comprehensive learning solution that combines technology with academics to prepare students for college and career success.

St. Junipero Serra's Creativity Lab features unique opportunities for students to explore, learn, and work in areas such as alternative energy, circuitry, computer graphics, digital communications, mechanical structure, robotics, scientific data and analysis, and software engineering. In our Creativity Labs, students keep a daily record of their work, create final presentations, and self-assess their efforts. Together these records create a portfolio demonstrating the depth and breadth of each student's learning. We store the portfolio electronically, so students may use the term "ePortfolio" to describe the collection of work they maintain to demonstrate the skills, knowledge, and experience they gain while working in the Creativity Labs.

Work completed in the Creativity Lab will be graded and entered into the student's Science grade.

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## **Specialty Classes**

**All Specialty Elective classes will use 4-1 Grading Rubrics**

**4 Highly Proficient (93-100%)**

**3 Proficient (75%-92%)**

**2 Emerging (65%-74%)**

## 1 Deficient (50%-64%)

### Art

**Text/ Required Materials:** Students will be crafting their own sketchbooks this year through methods of traditional bookbinding techniques. Students will be provided graphic organizers which will be posted to Canvas . All materials will be provided for classroom use only.

This class is designed to expose students to a variety of drawing and painting techniques, develop knowledge of the elements of art and principles of design, and introduce students to artists, styles, and movements from the past to the present. This course will teach, develop and inspire knowledge of the following:

- The Elements of Art and Principles of Design
  - Art vocabulary and history
  - The Art process
- Technical skills through the use of various media
- How to work creatively and become emotionally aware of one's self.

***Through Art, any person can access the beauty of God's Creation and their part in His Divine Plan for their lives.***

Participation in Art Class is actively engaging in every lesson and activity—even if you are not particularly fond of the material or the subject.

Be PRESENT. Be OPEN. Be CONSIDERATE. Be KIND.

Students will work on one or two to three projects per trimester. Projects are any artwork made in class that includes a Rubric when the student submits it to Canvas for grading. The majority of work done for art is in-class work completed in your student's sketchbook. For ease of grading, students will be responsible for submitting all work on Canvas or on occasion, SeeSaw.

All projects are graded on the following FOUR categories:

1. Composition (how the artwork is organized/use of space given)
2. Craftsmanship (Neat and careful presentation of project; care/concern/effort put forth in your project/assignment)
3. Skill & Techniques (drawing ability/effort placed into drawing subject accurately--using each media effectively and properly)
4. Reflection (the student responds to various questions reflecting on the creative process and content of their artwork).

#### Late Work:

Deadlines for assignments will be set in advance. It is the students' responsibility to meet these deadlines. Any and all late assignments must be worked on and completed outside of regular class meetings.

Assignments more than 2 weeks late will not be accepted.

**Students are expected to engage in every project, therefore no extra credit opportunities are offered. However, assignments completed and turned in on time may be redone or reworked and resubmitted if the**





- 4 Highly Proficient (93% and above)**
- 3 Proficient (75% -92%)**
- 2 Emerging (65% - 74%)**
- 1 Deficient (50% - 64%)**

Please feel free to contact me if you feel like you are falling behind in music. I am willing to help anytime and know I cannot help if I do not know there is a problem.

Music is for everyone and we hope you will find a part in the world of music that belongs to you.



### **Physical Education**

St. Junipero Serra’s physical education curriculum will teach students new and challenging activities while emphasizing and encouraging the importance of a healthy lifestyle. Strategies to promote healthy life decisions will be taught. We will challenge all students to learn and grow while maintaining good character and building positive relationships.

The Physical Education program will focus on two main areas of student development and learning;

1. The students will develop the values of sportsmanship and fair play and will be able to transfer those learned skills into their everyday life.
2. The students will work throughout the year to increase their total fitness level and will evaluate their improvement through the Fitness Testing Program.

### **PE Expectations**

- Students are expected to use the equipment appropriately and be aware of their surroundings. Safety is the number- one priority.
- Students are expected to show good sportsmanship by being respectful to other classmates and teachers.
- Students are expected to behave reverently during prayer. Absolutely no talking or disrespectful behavior will be tolerated.
- Students are expected to refrain from talking while the PE teacher, another teacher, an adult visitor, or another student is talking. .
- Students are expected to come to class ready to participate. A large percentage of the PE grade is based on participation.
- Students are expected to be at their numbers while the teacher takes attendance and be dressed in an SJSC PE uniform and gym shoes.
- Students are expected to follow the St. Junipero Serra Catholic Code of Conduct at all times.
- Students are expected to be positive, help others, and participate in class.

### **Uniform Policy**

1. The PE Uniform can be worn all day if the student has PE class on that particular day, unless it is a formal dress day. (See the Formal Dress Day Policy below.)
2. Shorts must be worn at waist level (especially the boys) and may not be rolled up at the waist or worn too high (especially the girls). All uniform policies and decisions are made at the discretion and judgment of the Physical Education Department and Principal.
3. Students may wear the designated school sweats any day they have PE class.
4. Closed-toe athletic shoes, laced up and tied, are required for all PE classes.
5. On Formal Dress Days, students will stay in their formal uniforms. Students will not change clothes for PE class.

### **Injuries/Sickness/Medical Concerns**

Any condition that requires a student to sit out of PE activities must be communicated to the school in a note or email signed by a parent. If a student misses multiple PE classes, a change in grading criteria and/or a conference with the student's parent may be required. A note from a parent will excuse a student from only three PE classes. A doctor's note is needed to excuse a student from any additional PE classes. If a student does not have a note and is not feeling well, he or she may communicate with the school nurse or a teacher. Students sitting out of PE class will be assigned tasks (scorekeeper, timer, written assessment, etc.). Students must notify the teacher immediately of any injury that occurs during class, even if the individual affected is still able to participate. During a medical absence, the student is responsible for all assignments or information given in class.

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### **Curricular Enrichment Activities**

**Family Life (Religion) - "Our Changing Bodies": Date: November 18, 2022** - Students will meet in separate groups (boys group and girls group) with the fifth-grade teachers for a presentation on puberty. The girls will meet with female teachers and the boys will meet with male teachers. Information can be found in the Benziger Family Parent Connection that was previously sent home.

**Retreats & Field Trips:** Fifth-grade field trips are still pending and will be announced at a later time.

*Best Wishes to you and your child for a successful year;  
together we are partners in their success.*

*The Fifth Grade Team*



**St. Junipero Serra Catholic School**

**Back-to-School Night ~ Fifth Grade  
Parent/Student Acknowledgement Form**

**Please print, sign, and return this page to your child's homeroom teacher by **Friday, September 9, 2022.****

We have read the Fifth-Grade Back-to-School Night packet in its entirety and are affixing our signatures to verify that we (parent/s and student) understand its content and will comply with the aforementioned guidelines to the best of our ability.

Teacher Name: \_\_\_\_\_ Grade/Homeroom: \_\_\_\_\_

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name (printed)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date