

The fifth grade is completely departmentalized with each teacher responsible for the content of two core classes. In this handbook is information that will help guide you and your child through the school year. The expectations are clearly outlined; this handbook should be kept in a handy place for reference throughout the year. Our goal is to prepare the students for the rigors of middle school by emphasizing core-curriculum, organizational and study strategies, and teamwork while enjoying the learning process. We're looking forward to sharing our love of learning with your children.

MATH AND SOCIAL STUDIES – MRS. DEWALD

Math

The fifth grade uses a traditional math program that emphasizes computation skills and problem solving. The course uses whole group or small group instruction, as well as cooperative group learning, peer tutoring, and independent work time. The students will be keeping a math notebook and taking notes. Math quizzes will be given every two to three lessons and will review the concepts that we are currently covering. It is very important that each student have a mastery of multiplication and division facts.

I do not give retakes on math tests or quizzes; rather, the students can earn back points by making corrections on loose leaf and turning them in the day after the test or quiz is returned. This is a great way to learn from prior errors.

All math homework is expected to be neat and completed in pencil only. Assignments completed in pen will not be accepted and subject to the late assignment rule. Students must also show all work.

Math help is available after school on Tuesdays and Thursdays, except for early dismissal days or faculty meeting days. The time for math help is from 3:30 to 4:10. Please be prompt picking up your child.

I grade on a percentage scale that is weighted:

Homework.....	30%
Quizzes.....	30%
Tests.....	40%

Social Studies

The focus of fifth grade social studies is American history. The students will review key geography concepts and regions at the beginning of the year and see how they interact with the development of our country. The students will be expected to master content area vocabulary and apply the knowledge gained in a variety of ways. In order to prepare for the class, students need to study 5 to 10 nightly. The students will complete study guides, research topics in groups and individually, and make presentations to the class. There will be vocabulary quizzes,

chapter tests and quizzes, and daily work. The students will also participate in simulations and group projects. Learning to work together is an important skill.

Extra credit (up to 5 points) can be earned by making study flash cards and turning them in the day of the test. No credit will be given if they are not turned in on the test day ~ no exceptions. This does not include the vocabulary flashcards that the students make at the beginning of each chapter.

I grade on a percentage scale that is weighted:

Homework.....	20%
Quizzes.....	20%
Projects.....	30%
Tests.....	30%

READING AND RELIGION – MRS. DREHER

Reading

We will focus on literary techniques and comprehension strategies. While becoming more confident readers, we will also become more skilled writers. A primary goal of reading is to relate literature to life while learning to love reading. Students will alternate their reading studies from novels to the unit reading textbook. While we cover unit reading textbook work, there will be a “no strings attached” novel that students will be engaged in; the novels come from this year’s Golden Sower Nominee list. This will allow our students to participate in the annual voting in Nebraska for students’ choice. During our novel studies, students are responsible for creating chapter logs; lengths vary depending upon the novel being covered. Students may use their chapter logs on the end of the book tests; logs are due at the time the test is turned in. Completing the daily work in a timely fashion will alleviate the stress associated with mounds of work to do the day before the test. We will take weekly vocabulary words in reading at the pace of two words per day until we collect ten words in a set. Students will need to spend 5-10 minutes each day studying their terms. Reading vocabulary quizzes will be given orally, and students will need to provide the correctly-spelled words and their parts of speech in the appropriate order to receive full credit. Students may create note cards as an effective way to prepare for their upcoming quizzes and to receive 1 bonus point, providing they are turned in on the day of the quiz before it is taken.

Religion

Students will become “one” with the Bible during the course of the year, take an in-depth study on saints, and learn vocabulary pivotal to our faith. Living our faith is a primary focus of this class, as is becoming closer to God. During the first semester, we will focus on becoming familiar with the Bible, particularly the New Testament, preparing for the annual Saint Wax Museum, and learning religion terms.

We will take notes over two terms each day and quiz the day after we've accumulated ten words. Religion quizzes will be given in a matching format. Students may create note cards as an effective way to prepare for their upcoming quizzes and to receive 1 bonus point, providing they are turned in on the day of the quiz before it is taken.

In addition, we will take religion notes in and out of class during our study of our textbook, Walking By Faith. Students may use their notes on the end of the chapter and unit assessments. We will begin prayer recites during the second semester, preparing our students for the weekly practice in 6th grade.

LANGUAGE ARTS AND SCIENCE– MISS BOEVER

Language Arts

The focus of fifth grade Language Arts is 6 Traits of Writing. The course will incorporate grammar, while gaining a grasp on the puzzles of the English language. Students will perform research for writing projects and will work in groups. Journals will be kept and turned in weekly.

I do not give retakes on tests or quizzes; however, students may earn back points by making corrections on a separate piece of lined paper and turn it in the day after a test or a quiz.

Quizzes will be given periodically, covering the topics they are working on.

All papers/essays are expected to be in legible cursive writing.

Papers/essays will be returned to the student to redo if the handwriting is not legible and subject to the late assignment rule. Bigger projects/essays will be expected to be typed, using 12 pt. font.

In Language Arts, I will grade on a percentage scale that is weighted:

Daily Work/Homework.....	20%
Quizzes.....	20%
Essays/Projects.....	30%
Tests.....	30%

Science

Science will be filled with hands-on activities and experiments. Students will perform research, follow the scientific method, develop experiments, and present their research at the science fair. Students will work in groups while performing daily work and activities.

Students will take notes and prepare flashcards for the chapter vocabulary words. Quizzes will be given regularly to assist the students in mastering the material. Study guides will be given before the test days to aid the student's study.

There will be no retakes on the tests or quizzes. However, the students will have the opportunity to correct their work on a separate piece of lined paper the day following the quiz/test.

I grade on a percentage scale that is weighted:

Homework/Daily work.....20%

Quizzes.....20%

Projects.....30%

Tests.....30%

CLASS EXPECTATIONS

Part of getting ready for 5th grade is understanding the expectations. It is important to know what is expected of you, as well as what you can expect from us. Your 5th grade year will assist you in developing skills of organization, responsibility, note taking, preparation for quizzes and tests, becoming a more proficient proofreader, and allow you to enjoy your core subjects.

You can expect Miss Boever, Mrs. DeWald, and Mrs. Dreher to create classrooms conducive to learning. Our goal is to create an environment that fosters success. A multitude of teaching approaches will be implemented to help you reach your potential. Work completed following preset guidelines will be returned in a timely manner so you have the opportunity to evaluate ways to improve your work before errors become habitual. We will do our best to ensure that lessons are presented in an interesting, informative manner.

A quote that we live by is, "If you plan to learn, you must learn to plan." Know that it is your responsibility to write down assignments word-for-word from the board in the school-provided agenda and mark incomplete/complete tasks. Open communication between school and home is essential to success. The agenda, binders, web page, and weekly newsletters will provide advanced notice and allow you to share your progress with your parents daily. Agendas will be checked for parent/guardian signatures during the first nine weeks to assist in creating the habit of communicating about assignments that have been completed and those that have been assigned as "homefun."

Organization is a necessary life skill. Be prepared to maintain your binders daily. This task will only feel like a mammoth chore if you choose to neglect it over a period of time. The binders will include daily assignments, essays, quizzes, tests, notes, and other important information.

Grading

The scores for our classes will range from 10 points for mid-quarter reports to 200 points for essays (100 points for content & 100 points for mechanics). All work turned in should be your own. Plagiarizing and/or copying other's work will result in

a zero for those involved. Talking during quizzes or tests will also result in a recorded zero. Your work is a reflection of your effort. Any scribbled-on work will be returned and considered late until resubmitted.

Daily homework will be given to the students. The homework will consist of written work as well as studying and reading. The assignments are expected to be returned the next class day, unless otherwise stated. On average, there will be 60 minutes of homework and study time each night. Late work is unacceptable; plenty of time will be allocated for each assignment.

If you choose to turn in work late without an excused absence, it is your responsibility to make it up within one day. The highest score a late paper will receive is 75% of the possible points. A "0" will be recorded for work that is not turned in by the next morning. Remember that anything is better than a "0" and that keeping up with your assignments allows you to avoid the stresses associated with the "make-up" game.

For every day a student has an excused absence, he/she will have two days to complete the make-up work. If the student is absent on the day a long-term assignment/project is due, the assignment must be turned in that day (the due date), unless other arrangements have been made through his/her teacher. If it is not turned in, then the project falls into the late project category.

It is the student's responsibility to make up all work missed due to illness or unexcused absences. If a quiz or test is given the day of the absence, the student is expected to make it up on the day of his/her return. Make-up homework needs to be turned into the appropriate subject teacher. Regular attendance will also help you feel prepared. Show up daily and give us your best, and we'll do the same!

Medications

All medication is to be administered through the office. The exception to this rule is cough drops, which the students may have as long as they have a signed note from the parent/guardian.

Discipline Cycle

Our discipline cycle is in place to ensure student success. Behavioral expectations are high at St. Patrick's. Our DWP program is a major part of our curriculum, and it is critical that our students recognize that success results when all students learn and follow the behaviors and expectations taught in the program. Choosing to follow the steps outlined in our D.W.P. program ensures a positive learning environment with minimal distractions. The incentives for choosing the

proper behaviors include strengthened focus during class time, pleasant passing periods, a sense of pride in a job well done, and a quarterly drawing (for a gift card) of students' cards that have not received demerits during the monthly period(s). In the event that a student strays from the expectations, he/she will earn a demerit.

Demerits are formal signs that student actions are in direct conflict with St. Patrick's behavioral guidelines. Accumulations of demerits indicate a lack of self-discipline and on-going behaviors which could prove detrimental to the school community and St. Patrick's educational mission.

The staff at St. Patrick's will work with students to create an effective learning environment. Inappropriate student behavior will be consistently corrected, and staff members will give demerits if/when necessary. Demerits are cumulative over the course of each month. Students will receive a new card at the beginning of each calendar month, allowing them to start with a "clean slate." The demerit card provides students and parents with a tangible record of behavior and should be reviewed regularly. Merits will also be given as students demonstrate exemplary behavior.

Students are required to carry their demerit card during the school day. Failure to produce the card as requested by a staff member constitutes in lack of preparation and cooperation, resulting an automatic detention (to be served that day).

***Lost or intentionally destroyed cards will result in an automatic 30-minute detention. The time the detention is to be served is at the discretion of the teacher monitoring the detention.*

Specific consequences for accumulating demerits and the corresponding formative action follow.

<u>Level</u>	<u>Consequence</u>	<u>Formative Action</u>
5 demerits phone	Same day detention (30 minutes)	Parent notification by
10 demerits	1 – 30 minute detention and loss of notification/Conference recess for 1 week	Parent-
15 demerits conference	2 – 30 minute detentions and loss recess for 1 week	with principal Parent and student
Above 16 demerits	(After School) School/Parish Service hours <i>**as determined by principal</i>	with principal Parent/student/principal conference

Positive consequences include verbal praise, notes sent home, D.W.P. Movie Points, praise cards, a better learning environment, and so much more! We will have fun while gaining valuable information. All it will take is all of us doing our best. Get ready for a fantastic year!

What It All Means in a Nutshell

Oftentimes, students & teachers have a language all their own. Below is a list of terms that the kiddos will have as a part of their working vocabularies in fifth grade. It should prove useful to you as you help direct them in their educations.

Advanced Notice – This is the portion of the weekly newsletter that provides a “heads up” about upcoming assignments, quizzes, & tests.

Assignment Book – St. Patrick’s provides each student with an assignment book & offers instruction on the use of the book. Daily, students are required to write in their assignments for each class. They are to indicate “X” = no homefun, “O” = homefun, or “S” = study for each assignment covered in each class during the day. These books will also contain notes in the last column, if necessary, so teachers can correspond with parents. It is the responsibility of the student to obtain a parent/guardian signature daily for the 1st nine weeks.

Binder – The binder will serve as the essential element for organization. Students will create dividers for each section. Their binder will contain all the materials necessary for success in the fifth grade. Each teacher will have a list of what their section should contain.

Catholic Dictionary Terms – Students will broaden their understanding of their religion through daily notes that outline important terms associated with our Catholic faith. They will cover two terms each day until they have accumulated ten terms. On the sixth day, they will demonstrate mastery of the terms through a matching quiz.

Chapter Logs – Students will write chapter logs for each novel covered in class. The typical log is a minimum of 5 lines and relates to the specific chapter indicated. An acceptable set will follow form for papers, have one log for each chapter, contain information about characters, setting, plot, & them, and be well organized. Many of these are created during class on the board based on student feedback. This allows

students to develop their summarization skills, ask any questions about the reading while its being covered, and demonstrate understanding of the materials. Logs are graded at the end of each novel.

Form for Papers – This guide provides a thorough explanation of what a quality paper will look like. It is imperative that students take pride in their final products. Proper headings are expected on all papers.

Fun Fruits for Funds – To promote teamwork in each homeroom and to assist our school in raising funds through the BoxTop for Education program, each homeroom teacher will keep track of her homeroom’s accumulated total of BoxTops; when a class earns 1,000 BoxTops, it will celebrate the accomplishment with fun fruits for everyone!

Homefun – Students will need to prepare for classes outside of class. A commitment of 5 – 10 minutes daily for quiz & test preparation from the beginning of a unit should suffice. Our goal is to have students learn time management skills & avoid cramming the night before.

Jumpstart – The jumpstart routine is key for the preparation of class. Students will enter our classroom, unpack, get out their agendas, and write the assignments that have been underlined word-for-word from the board. This enhances note taking, spelling and punctuation skills, provides a reminder for the students at the end of the day, and serves as a means of communication that parents can follow daily.

Mass Expectations – Each student will be expected to serve as a model for younger students. All behaviors during Mass are expected to demonstrate respect & participation during the Liturgy. Reflections will be made after every Mass, & students will need to listen and respond in order to participate.

Math Help – This is an after-school session that will help your child understand the homefun concepts.

Movie Points – Classes will have the opportunity to receive movie points. These points will be earned as the class demonstrates mastery of the 15 D.W.P. skills. The students will work together to make their totals increase. Once a class earns 50 movie points, it will be rewarded with a movie of their choice that has been distributed by Feature Films for Families or a teacher-approved “G”-rated movie.

Newsletter – Each Monday, our class website will be updated with a newsletter from each teacher. This will include a listing of upcoming assignments and due dates.

Newsletters serve as an essential, informative guide for our class. Newsletters outline what our students have accomplished & what is scheduled for the future. Please make it a habit to discuss information included on the newsletter with your child(ren).

OUCH – This is a classroom management tool that allows each member of the class to see his/her role in setting a good example for his/her classmates. In the event that the class has to be reprimanded, it will earn a letter. This indicates that the learning environment has been damaged by choices made in the classroom. If the class earns all of the letters of the word “Ouch,” recess reduction will occur.

Progress Report – Once we have reached the middle of the nine weeks, students will receive averages to share with their parents. Students will obtain a parent/guardian signature & return the progress report to school. The goal is to keep students and parents informed. If you have a question about the score, ask your child(ren) to show you the materials in his/her binder. Children are not “surprised” by their averages; they will receive assignments back in a timely fashion. If the response isn’t clear after discussing it with your student(s), feel free to jot a note on the progress report. We will respond quickly by reviewing it with the student and providing feedback to the parents. Open communication is essential.

Retakes – We do not offer retakes in 5th grade, as we always want to encourage children to do their best the first time. Corrections will be offered, as we want them to obtain the necessary information, learn from mistakes, and strive to reach their potentials.

Syllabus – A breakdown of tasks & dates is provided for each major assignment. It is a guide for the “what’s” and “when’s” of the project. Each student will receive a syllabus on the day the assignment is introduced. Following it will eliminate the need for cramming and will reduce stress. Time is allocated for working on projects during class. If the task isn’t accomplished, it will become homefun. A copy of the syllabus will be posted on our class web page.

Stewardship – The fifth grade is the designated class for lunchroom duty. Students will be broken into groups of three and will rotate weekly. A schedule is posted in the classroom indicating when each student will serve. D.W.P. skills will be modeled for all students (K-8) during this time and will allow each child to demonstrate leadership.

Vocabatoons – Fifth graders will receive two words and their definitions through daily reading notes. The students will be given a quiz where they are required to correctly

identify and spell each word through an oral quiz the day following the tenth term. A listing of the words will be posted on our class web page weekly.

Weekly Recites – Each 5th grader will be provided with a copy of the year's reciting expectations for prayer at the beginning of the second semester. The packet will contain the expected wording; each word of each prayer is worth one point. The score will be placed on the corresponding sheet immediately after the student recites. Students are responsible for keep their packets in their binders.

W.O.W. Experiments – We will discover the Wonder (of Science) of the Week. Students will have the opportunity to work with the scientific process each week. They will create a hypothesis, indicate the materials necessary and the process involved, and report their findings. Students will be drawn to become lab assistants in a random drawing