

St. Mary's Episcopal  
4<sup>th</sup> and 5<sup>th</sup> Grade Curriculum Map

Subject	September	October	November	December	January
<b>Themes/Focus</b>	<i>Main Theme: All About Me (Creation) Virtue: Responsible/Helpful</i>	<i>Main Theme: Fall Virtue: Kindness</i>	<i>Main Theme: Thanksgiving Virtue: Thankful</i>	<i>Main Theme: (Waiting for Jesus) Christmas Virtue: Loving without counting the cost</i>	<i>Main Theme: Winter Virtue: Respectful</i>
<b>Language Arts: Reading, Speech, Art  Technology integrated</b>	<p><b>Speech:</b> Components of an effective speech explored through fish bowl discussions</p> <p><b>Art:</b> Elements of Art (perceptions of the world) What is the function of art in society? Students will understand how the visual arts impact and reflect history, culture, and society.</p> <p><u>Reading:</u> Learning about genres of literature (informational)</p> <p><u>Writing:</u> Prewrites- Brainstorming generating ideas Conventions First draft , proofread, second draft proofread, Final draft typed, edit, publish</p>	<p><b>Speech:</b> Components of an effective speech explored through fish bowl discussions all year</p> <p><b>Art:</b> What does your art communicate? Student will be producing their own art showing an understanding for artistic elements and design. (Line)</p> <p><u>Reading:</u> Learning about genres of literature ( Informational – expository/graphic novels/memoirs).</p> <p><b>Writing Process:</b> Expository, descriptive, Conventions</p>	<p><u>Speech:</u> Voice</p> <p><b>Art: How do people respond to art? (Renaissance art) Analyze and respond</b></p> <p><u>Reading:</u> Learning about genres of literature (Informational – expository/graphic novels/memoirs) Diary of Anne Frank (Excerpts)</p> <p><b>Writing Process:</b> Expository, descriptive, Conventions</p> <p>-field observation notes ~ book reviews -types of letters</p>	<p><u>Speech:</u> Voice and Eye Contact</p> <p><b>Art :Why do people create art? Importance of Art (classical) (Line and dimension)</b></p> <p><u>Reading:</u> Learning about genres of literature (Narrative) (Julius Caesar)</p> <p><b>Writing Process:</b> Expository, Narrative Conventions</p> <p>-field observation notes ~ book reviews -types of letters -Writing stories or personal experiences -autobiography</p>	<p><u>Speech:</u> Voice ,Eye Contact, Articulate</p> <p><b>Art: How would the world look without the visual arts? (connection to a world view)</b></p> <p><u>Reading:</u> Learning about genres of literature (Narrative, multicultural text)</p> <p><b>Writing Process:</b> Expository, Narrative Conventions</p> <p>-field observation notes ~ book reviews -types of letters -Writing stories or personal experiences</p>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Multiplication</li> <li>• Division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiples, Prime, Composite , Factors, Fractions</li> <li>• Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Multiples, Prime, Composite , Factors, Fractions</li> <li>• Decimals</li> </ul>	*Geometry -quadrilaterals, polygons,area, perimeter,angles	*Geometry -quadrilaterals, polygons,area, perimeter,angles
<b>Science</b>	-Scientific Method Life Process	<ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• Control systems-senses</li> </ul>	<ul style="list-style-type: none"> <li>•Scientific Method</li> <li>•The Ocean</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• Create an experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• Ecosystems</li> </ul>

	Organisms Plants	<ul style="list-style-type: none"> <li>Brain and Systems of the body</li> </ul>	<ul style="list-style-type: none"> <li>Observations of shells</li> </ul>	<ul style="list-style-type: none"> <li>Ocean life being compromised by natural disasters?</li> </ul>	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>5<sup>th</sup> Grade-How did the encounter between native and non-native peoples shape early colonization? What were some factors that pushed colonization? Analyze (Native populations and establishment of 13 colonies)</li> <li>4<sup>th</sup> Grade-What are key events in Washington State History? Who were the first people of Wa. &amp; how did they use their environment?</li> </ul>	<ul style="list-style-type: none"> <li>5<sup>th</sup> Grade-Causes of the American Revolution?</li> <li>What did the American Revolution accomplish?</li> <li>4<sup>th</sup> Grade-Who were the cultural groups who immigrated to WA. Prior to 1889 and why did they come?</li> </ul>	<ul style="list-style-type: none"> <li>How was Independence reached?</li> <li>What does our democratic system come from?</li> <li>What values are basic to our democracy?</li> <li>4<sup>th</sup> Grade-What were the causes of conflict in Washington's early history? What are the cultural groups and how have they influenced our state?</li> </ul>	<ul style="list-style-type: none"> <li>5<sup>th</sup> -Purpose of Constitution?</li> <li>4<sup>th</sup> Grade-What makes Washington unique? What are the geographic regions in Washington?</li> </ul>	<ul style="list-style-type: none"> <li>5<sup>th</sup> What are the Bill of Rights? Why is it essential we have a Bill of Rights?</li> <li>4<sup>th</sup> Grade-Why is WA. Location important on the Pacific Rim?</li> </ul>
<b>Religion</b>	<ul style="list-style-type: none"> <li>Pilgrim's Progress</li> <li>Christ loves us – Salvation story</li> </ul>	<ul style="list-style-type: none"> <li>Holy Spirit</li> </ul>	<ul style="list-style-type: none"> <li>Memorize Psalm 23</li> <li>Read Genesis</li> </ul>	<ul style="list-style-type: none"> <li>Advent</li> </ul>	<ul style="list-style-type: none"> <li>Jesus walking among us through our hands and feet</li> </ul>
<b>Performing Arts</b>	<ul style="list-style-type: none"> <li>What is a tableaux?</li> <li>What is a play? (Read some short plays- (Elements of a play)</li> </ul>	<ul style="list-style-type: none"> <li>Through dance how can we express ourselves?</li> <li>Why is music a form of expression?</li> <li>Lyrics and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Story of a Ballerina (excerpts) What is Ballet?</li> </ul>	<ul style="list-style-type: none"> <li>Act out the Annunciation</li> </ul>	<ul style="list-style-type: none"> <li>News reporting</li> </ul>

Subject	February	March	April	May	June
	Main Theme: Friends and	Main Theme:	Main Theme:	Main Theme: Jesus -	Main Theme: Being hands and

Theme	<i>neighborhoods</i> <i>Virtue: Caring</i>	<i>Virtue: Charity</i>	<i>Enforcement of virtues</i>	<i>Relationship</i>	<i>feet in the world</i>
<p><b>Language Arts</b> <b>Reading, Speech, Art</b></p> <p><b>Technology integrated</b></p>	<p><b>Speech: Voice ,Eye Contact,</b> <b>Articulate,Persuasion</b> <b>Art: When did self-expression through visual arts take a turn? 19<sup>th</sup> century (Monet, Seurat) (Value and Color)</b> <b>Reading: Folktales and Harriet Tubman</b> <b>Writing Process: Narrative/Persuasive</b></p>	<p><b>Speech: Voice ,Eye Contact,</b> <b>Articulate,Persuasion, (famous speeches)</b> <b>Engaging the audience</b> <b>Art: Why was self expression through the arts so important in the 20<sup>th</sup> century?</b> <b>20<sup>th</sup> century Harlem Renaissance</b> <b>Reading: Fairytales, Historical Fiction</b> <b>Writing Process: Narrative/Persuasive</b></p>	<p><b>Speech: Voice ,Eye Contact,</b> <b>Articulate,Persuasion, Engaging the audience with questions</b> <b>Art: When is art defined as art?</b> <b>Minimalism, Contemporary art</b> <b>Reading: Media Unit</b> <b>Writing process: Narrative</b></p>	<p>Review of what makes a good speech and fluent reader. Create art pieces that reflect an event in History using shape and form.</p>	<p><b>Art: Pattern and Design</b> <b>Reading: Socratic Discussions on current events</b> <b>Writing: Class Story</b></p>
<p><b>Math</b></p>	<p><b>Algebraic relationships-expressions, equations</b></p>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Mean, Median, Mode</li> <li>• Graphs, coordinates</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Mean, Median, Mode</li> <li>• Graphs, coordinates</li> </ul>	<ul style="list-style-type: none"> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• The three Rs-Reduce , Recycle, Responsible</li> <li>-Forests diminishing from pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Motion-what is?</li> </ul>	<ul style="list-style-type: none"> <li>• How do planes move?</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Present Experiments</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade-We Slavery until 1800s</li> <li>• (Harriet Tubman-Freedom Train) integrated</li> </ul> <p>4<sup>th</sup> Grade-What are the rights and responsibilities of citizens in Washington? (Government set up)</p>	<ul style="list-style-type: none"> <li>• Slavery Slavery until 1800s Harriet Tubman-Freedom Train) integrated</li> <li>• 4<sup>th</sup>Grade-How do we solve problems in WA. State?</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade-Civil War</li> <li>• Restoration Period</li> </ul> <p>4<sup>th</sup> Grade-What challenges do we face as a state?</p>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> and 4<sup>th</sup> 1929-Depression (Read out of the Dust)</li> <li>• 4<sup>th</sup> Grade-How can citizens make a difference?</li> </ul>	<p>Events in history where the United States played a key role.</p>
<p><b>Religion</b></p>	<ul style="list-style-type: none"> <li>• Class makes a mosaic of the</li> </ul>	<ul style="list-style-type: none"> <li>• Charity</li> <li>• Gospel Readings</li> </ul>	<p>Lent/Easter Relationship with Christ</p>	<p>Relationship with Christ</p>	<p>Relationship with Christ Out in the world</p>

<b>Performing Arts</b>	<b>Annunciation</b> <ul style="list-style-type: none"><li>• Field Trip to a dance studio</li><li>• Create a government</li></ul>	<ul style="list-style-type: none"><li>• Acting out reading materials (Harlem Renaissance)</li></ul>	<ul style="list-style-type: none"><li>• Acting out reading materials (Harlem Renaissance)</li></ul>	<ul style="list-style-type: none"><li>• Create own play</li></ul>	-Create own play
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