



2021-2022 GRADE 5 PROGRAM INFORMATION

Students in Grade 5 follow a standards based curriculum and study the following subjects: Literacy, Mathematics, Social Studies, Religion Education, Science, Physical Education, Music, Drama, Art. STEAM projects are also embedded in the curriculum. All students are also required to take Italian and students who study Italian as a First Language, have the option of taking the 'Quinta' State Exam at the end of the school year.

Grade 5 Program

Literacy 5
Mathematics 5
Science/STEAM 5
Social Studies 5
Philosophy 5
Religion 5

Art 5
Drama 5
Enrichment Clusters 5
Information Technology 5
Library/Research 5
Music 5
Physical Education 5

Italian Second Language Beginner
Italian Second Language Intermediate
Italian as a First Language*

ELL
Enrichment Plans
Learning Support

* Students enrolled in Italian as a First Language have the option of sitting the Quinta Elementare State Exam

Marymount International School Mission Statement

Marymount International School Rome is a private, Catholic, English-speaking, co-educational school that aims to further the mission of the Religious of the Sacred Heart of Mary. We welcome students of diverse cultural and religious backgrounds and offer an excellent program of studies and extracurricular activities. We seek to guide students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously. It is our goal that a Marymount student should desire to celebrate God's love, respond generously to the needs of our world, and promote justice and dignity for all.



Enrichment Classes

Class	Time Allocated	Class	Time Allocated
Art	1 x 45 min lesson per cycle	Music	1 x 45 min lesson per cycle
Drama	1 x 45 min lesson per cycle	Philosophy	1 x 45 min lesson per cycle
Enrichment Clusters	1 x 45 min lesson per cycle	Physical Education	1 x 45 min lesson per cycle
Information Tech.	1 x 45 min lesson per cycle	Religion	1 x 45 min lesson per cycle
Italian	5 x 45 min lessons per cycle	STEAM Projects Flexible time allocated	
Library/ Research	1 x 45 min lesson per cycle		

Literacy 5

The Literacy program in Grade 5 follows a balanced literacy approach which includes Reading, Writing, and Word Study. Based on the Columbia University Teachers College Reader's and Writer's Workshop model, and aligned with the AERO (American Education Reaches Out) standards, the program provides students with important tools to listen attentively, to speak fluently, to read and comprehend, to compose, and be clearly understood. The integrated approach defines the curriculum with a form of authentic, literature-based instruction.

The Reader's Workshop model aims to achieve a balance between information reading and fiction. Students explore through a variety of reading activities which include: read-aloud, shared reading, guided reading and independent reading. Students are taught to engage in thoughtful discussions, especially those that incorporate thinking under, between, and around texts. In Grade 5, students analyse themes through book clubs, immerse in biography reading, tackle complex non-fiction and explore themes and symbols through fantasy reading.

The Writer's Workshop model supports students' abilities to be strategic, metacognitive writers who use specific processes to achieve specific purposes as writers. The genre based units help students consolidate and use what they have learned and these also align with the types of writing that are predominant in world-class standards. In Grade 5, students reinforce narrative craft, literary essay, fantasy writing, historical research reports and memoir writing.

Word Study instruction in Grade 5 teaches students that there are systematic relationships between letters and sounds and that written words are composed of letter patterns which represent the sounds as spoken words. This includes phonemic awareness and phonics instruction.

Mathematics 5

Fifth Grade Mathematics is structured as a Balanced Math Block Workshop. Natural differentiation and enrichment opportunities are provided each week for students through a Math Menu. The Balanced Math Block consists of a "Math Talk" Warm Up, followed by the Main Lesson, Problem String or Investigation, Number Corner and Math Menu Time; providing student choice and open exploration. The Mathematics program follows the scope and sequence of the Bridges in Mathematics Curriculum and fully addresses the AERO Math standards. In Grade 5, students explore: Expressions, Equations and Volume; Adding and Subtracting Fractions; Place Value and Decimals; Multiplying and Dividing Whole Numbers and Decimals; Multiplying and Dividing Fractions; and Graphing, Geometry, and Volume.



Science 5

The Science program encourages an interest in the sciences by instilling an awareness of natural phenomena. Situations are presented in which the student is encouraged to question, inquire, observe and design. From these experiences the students are then able to formulate hypotheses which are then investigated through the scientific method. The Science program is based on Next Generation Science Standards (NGSS) which have also been adopted by the AERO standards. These have a three-dimensional approach which entails core ideas, crosscutting concepts, and engineering practices. These are each integrated in instruction at all levels. In Grade 5, students explore: Matter: Structures and Properties, Earth, the Moon and the Stars, Solar Design (STEAM), and Puberty.

Social Studies 5

The Social Studies program is aligned with the Marymount Guiding Statements, the Italian National Curriculum (MIUR) from Grades 3-8, and with the AERO standards. The AERO standards are flexible and are used by international schools worldwide because they allow for different cultural contexts. The year begins with a Multicultural Unit that celebrates cultural identity and living in an international environment. In Grade 5, students focus on: Human Rights and Social Justice, Geography, and How the Legacies of Ancient Greek, Etruscan, Roman Civilizations Impact Modern Society.

Philosophy 5

Philosophy for upper elementary students looks beneath the surface, beyond the facts to the questions and concepts. Students are encouraged to reason and construct arguments by using higher order thinking skills and independent thinking. This course is based on a community of enquiry to help the students think critically, caringly, creatively and collaboratively. Students will reflect on and challenge their lived experiences and apply these new insights in attempts to understand and solve challenging problems.

Religion 5

In keeping with the Mission of the Religious of the Sacred Heart of Mary, we approach Religious Education at Marymount International School with the belief that knowing and loving God, and sharing that love through service to others, brings each human person to the fullness of life.

Children from all religious traditions are welcome at Marymount. In the Elementary School, our Religious Education program seeks to help children receive and respond to the great gift of God's personal and deep love. We encourage children to explore the story of God's love, most especially the gift of his son, Jesus. The children participate in the Mass several times throughout the year to give thanks and to praise God. Children have the opportunity for daily prayer, and learn different forms of prayer to assist them in strengthening their spiritual life. Catholic students in the Grades 3-5 are invited to prepare for, and receive, the Sacraments of Reconciliation and Holy Communion. In Grade 5, topics covered include: Prayer, Mass, Old Testament, Advent, New Testament, New Covenant and the Church.

While all Marymount students attend Religious Education classes and spiritual events throughout the year, children are free to participate in the prayer and worship that takes place in a way that is comfortable and in keeping with their own religious beliefs.

Art 5

Throughout the school year, students are introduced to a variety of 2D and 3D art mediums and discover which of these materials best fits their needs. Within each medium, the students are taught and expected to: set up their workspace, explore, experiment, and create original works of art based upon their ideas, take care of materials, clean-up, reflect, share and critique their artwork and the work of their peers. The emphasis in this course is reflection through artist statements, digital and physical portfolios and sharing with peers.

Students work in drawing, painting, collage, fibers, sculpture and digital art, and explore how each material is used separately and together.



Drama 5

This is a practical course providing an introduction to theatre and performance. The main objective is to develop teamwork and communication skills, public speaking and confidence building. Students will learn how to focus their skills to create their own performances, read scripts, design sets, and empathize with other characters. All students will play an active part in the annual Grade 5 production which takes place in late April.

Enrichment Clusters 5

Enrichment Clusters offer Grade 5 students investigative learning opportunities within a schoolwide enrichment model as developed by Renzulli and Reis. Each cluster is formed based on self-selected areas of strength or interest. Students are invited to choose their means of interaction with the tools available, conduct research and apply their knowledge and skills to create their own interpretations. First engaging with initial exploratory activities and stimuli, students embark on individual or collaborative learning journeys over an eight to ten week period. Teaching and learning is inductive with teachers offering expertise, tools and methods in order to coach clusters throughout the student-led process and support them to achieve outcomes or products. By applying time and energy to self-selected problems or areas of study, Grade 5 students increase or expand their thinking skills, knowledge base and task commitment. Enrichment Clusters aim to develop the levels of creativity and independence required to become lifelong learners and leaders of tomorrow.

Information Technology 5

The IT curriculum is designed to empower our 21st-Century students by enabling them to use all the resources available to them in creative, meaningful, and responsible ways. It is built upon the foundations of Digital Citizenship, and basic technology skills.

Our Digital Citizenship curriculum is designed so that students will “think critically, behave safely, and participate responsibly in our digital world.” (www.common sense media.org)

In Grade 5, students use dedicated iPad apps to access coding vocabulary, sequential programming using coding blocks, and various programming languages, including Scratch, a computer language designed by MIT.

Library/Research 5

The Elementary School Library collection is made up of 7000 print books and 590 electronic resources including e-books, audio-books and interactive books.

Our collection is carefully curated to be multilingual, current, appropriate and inclusive.

Students have scheduled Research classes which support their research and learning in class. During these classes we ensure students know how to locate and access the library resources which are integrated with their classroom subjects.

Once students are familiar with the resources we ensure they are used ethically and responsibly by reinforcing Digital Citizenship and supporting age appropriate research skills, including citation, as these are skills that students will use throughout their educational careers.

Music 5

Quality music education in the School integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. The processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program.

Creating involves composing, arranging or improvising music. *Performing* promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it with instruments and/or voice. *Responding to music* includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they further their cognitive development and ability to think logically by learning a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover



that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

In Grade 5, students study musical literacy introducing bass clef notation, musical style through music through the ages, the 12 bar blues focus on Jazz, la Follia and a focus on Baroque music, and putting on a show.

Physical Education 5

The aim of our Physical Education program is to provide opportunities for students to explore and experience various exercises and activities whilst guiding them towards a well-balanced lifestyle of fitness and health. The units include: moving safely, sportsmanship, jumping, striking skills eye-hand coordination, striking skills eye-foot coordination, throwing and catching, dodging and fleeing, cooperative learning, team skills, and fitness. These are taught and developed throughout the grades in a spiralled curriculum providing students the opportunity to build on prior knowledge while learning new skills.

STEAM Projects

Through S.T.E.A.M. (Science, Technology, Engineering, Art & Mathematics), students are encouraged to explore, invent, create, and solve real-world problems using a variety of tools and materials. These projects are embedded in the Science and Social Studies curriculums and they are also built into individual student enrichment programs. Optional STEAM classes may be offered as an after-school activity.

Italian

Italian as a First Language

This is a five-year course (Grades 1-5) designed to prepare students for the Quinta Italian State school exam, which is the elementary school certification needed to sit the Italian Media exams. Students are exposed to different literary genres. The course is designed for students whose native language is Italian and they have the option of taking the Quinta State exam. The Italian program is aligned to the ministerial curricula (MIUR). During the fifth year, students learn to analyse parts of speech and sentence structure in addition to developing their reading and vocabulary skills. By the end of the year the students will be able to write different types of texts such as autobiographies, biographies, argumentative essays, and journal entries.

Italian Second Language Beginner (Grades 1-5)

The Italian SL Beginner course is for all students who are approaching the study of the Italian language for the very first time.

The course focuses mainly on skills such as listening comprehension and oral communication and introduces students to the basics of the Italian grammar through activities like games, dramatizations, songs, nursery rhymes. The course also introduces students to the basics of reading and writing, including the identification of the main syllables. The learning process lies both in the interactive and collaborative dimension through pair and small group activities, thus exposing the students to a vivid and authentic use of language.

At the end of the course the students will have a basic ability to communicate and exchange information in a simple way.

Italian Second Language Intermediate (Grades 1-5)

The Italian SL Intermediate course is for all students who have completed the Beginner level or otherwise reached a similar level (a basic ability to communicate and exchange information in a simple way). In addition to oral games and activities, Italian SL Intermediate course also offers a wide range of written activities. Grammar patterns are presented formally but are practiced in functional situations. The overall didactics of the



course are enhanced through video clips, short readings, and dramatizations performed both by teacher and students.

At the end of the course the students will have an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

Specialist Learning

ELL (English Language Learning)

The ELL program in the elementary school assists children whose first language is not English to become competent enough to participate fully in the mainstream social and academic life of the school. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. All students are encouraged to develop and maintain their mother tongue. The Elementary ELL program follows the language arts and content area curricula. Children are taught in small groups where risk-taking is encouraged and error making is considered inevitable and necessary. The ELL teachers collaborate with mainstream teachers to monitor the progress of ELL children. When possible, the ELL teachers work along with the regular classroom teachers. For more information on how you can help your ELL child, please see our ELL handbook.

Enrichment Program

Marymount is dedicated to guiding students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously.

Teachers enable students to achieve their full potential. This includes pupils who need to be challenged, motivated, and inspired to learn beyond the curriculum. The School's core curriculum is inclusive and differentiated. Students who may benefit from enrichment may have a formal written plan which is developed in conjunction with classroom teachers, parents, and the student. Learning targets will be set collaboratively and monitored by all parties.

Learning Support

The Learning Support Department believes that *all* students should have the opportunity to explore and develop their skills in an educationally rich environment that will individualize their learning experiences. However, there are times when students experience difficulty in the regular classroom setting. When a child has difficulty in school, it may be noticed by the teacher, other school personnel, the parents, or the child.

If a teacher/parent has concerns with a child's school performance, he or she may request assistance from the Student Support Team. *Parents are made aware of this process before it is initiated.* The Student Support Team is a general education initiative designed to support teachers through strategies and suggestions for students who are experiencing difficulty in the classroom. If the student's performance continues to raise concerns the teacher may work collaboratively with the ELL teacher, Learning Support teacher, or School Psychologist to suggest and plan alternative intervention strategies for helping the child meet with success. Though this is not a special education process, it is required before a referral for Learning Support. After alternative strategies have been utilized, the teacher and other involved school personnel evaluate the child's school performance and determine whether the alternative strategies are successful and should continue. Very often, many problems are resolved at this level.

However, if after a series of interventions, difficulties are not resolved, the school team members may suggest an evaluation to determine a student's areas of strength and areas of concern. This is a formal process and could possibly result in classroom accommodations and/or modifications, an Individual Learning Plan, specialized instruction including support with a Learning Support teacher, School Psychologist, outside speech and language therapy, and/or occupational therapy. A strong, collaborative home-school connection is crucial to developing a program that best meets the student's needs.