

Class: Bible, 5th Grade

Instructor: Mrs. Martha Ban

Location: 5th Grade Classroom

Text: *Fruit of the Spirit - God's Gift*, © 2004 Pacific Press

Contact: martha@sla-browning.org (preferred method)

Essential Learnings: An in-depth look at Galatians 5:22, 23 and how these virtues apply to real life

Love

Joy

Peace

Patience

Kindness

Goodness

Faithfulness

Gentleness

Self-control

Each "fruit" is illustrated by four lessons - each in a different setting: contemporary, Old Testament, New Testament, and historical.

Plans for Assessing Progress and Mastery

Students will:

- Create and present projects to demonstrate their learning and mastery of material
 - Journal activities
 - Multimedia presentations
 - Newsletters
 - Posters and/or brochures
 - 3-d projects
- Successfully master the Memory Work
 - Weekly Memory Verse Tests
 - Quarterly Memory Verse Tests

Class: Social Studies, 5th Grade

Instructor: Mrs. Martha Ban

Location: 5th Grade Classroom

Text: *The United States*, Scott Foresman, 2005

Contact: martha@sla-browning.org (preferred method)

Essential Learnings: God's leading in the affairs of history and human relationships

****These represent the minimum concepts anticipated being covered during the year. As time allows, other concepts may be introduced.**

American History

1. Understand God's ultimate control and protection over human affairs
2. Know causes and effects of key influences/events and be able to place them on a time line
3. Interpret major events, issues and developments involved in making a new nation within the areas of: Land/people before Columbus, Age of Exploration, Settling the Colonies, War of Independence and Westward Expansion
4. Understand the role and work of the Adventist Church in N. America

Civics

1. Understand how participation in government affects citizen life
2. Understand the constitution of the US and how it affects one's life
3. Know how the constitution protects the rights of individuals
4. Know the importance of Christian citizenship and cultural diversity
5. Understand socially acceptable ways of participation in activities to achieve group goals

Geography

1. Locate and identify the continents of the world, the fifty states and the major cities of the US and major physical features of N. America
2. Understand how physical and human activity has impacted changes in physical environment

Economics

1. Understand responsibilities of Christian stewardship in a global economy

2. Know the differences between needs and wants and their relationship to economic tradeoffs
3. Understand how supply/demand and price increase/decrease influence consumers and the economy

Plans for Assessing Progress and Mastery

Students will:

- Create and present projects to demonstrate their learning and mastery of material
 - Multimedia presentations
 - Newsletters
 - Posters and/or brochures
 - 3-d projects
- Convey knowledge in the form of research papers (2-4 pages)
- Score 70% or higher on written exams

Class: Social Studies, 6th Grade

Instructor: Mrs. Martha Ban

Location: 5th Grade Classroom

Texts: **World Studies** ©2005 Prentice Hall Publishers

One small book per marking period:

Foundations of Geography

The Ancient World

Africa

Asia and the Pacific

Contact: martha@sla-browning.org (preferred method)

Essential Learnings: God's leading in the affairs of history and human relationships

****These represent the minimum concepts anticipated being covered during the year. As time allows, other concepts may be introduced.**

World History - Creation - Middle Ages

5. Recognize God's involvement in the worlds' history through the prophetic fulfillment of the rise and fall of nations.
6. Describe the relationships between people/groups, events and cultures in World History

7. Understand the major characteristics and historical influence of ancient civilizations on world development - past and present, and be able to place them on a timeline
8. Describe the relationships between people/groups, events and cultures in World History

Civics

6. Compare and contrast the various forms of government in the world's history and identify their effect on the modern world
7. Understand how politics helps people with different ideas to reach agreements
8. Know the rights and responsibilities of citizenship
9. Know the importance of Christian citizenship and cultural diversity

Geography

3. Interpret maps and charts of the world and organize information about people, places, and environments
4. Construct charts and maps to show information

Economics

4. Understand the broader defining characteristics of the term stewardship
5. Know the impact of trade on the development of countries
6. Identify and understand the changes in people's lives as a result of technology]

Plans for Assessing Progress and Mastery

Students will:

- Create and present projects to demonstrate their learning and mastery of material
 - Multimedia presentations
 - Newsletters
 - Posters and/or brochures
 - 3-d projects
 - Participation in 3rd or 4th quarter cultural fair
- Convey knowledge in the form of research papers (2-4 pages)
- Score 70% or higher on written exams

Class: Social Studies, 7th Grade

Instructor: Mrs. Martha Ban

Location: 5th Grade Classroom

Texts: **World Studies** ©2005 Prentice Hall Publishers

One small book per marking period:

Foundations of Geography

The Ancient World

Africa

Asia and the Pacific

Contact: martha@sla-browning.org (preferred method)

Essential Learnings: God's leading in the affairs of history and human relationships

****These represent the minimum concepts anticipated being covered during the year. As time allows, other concepts may be introduced.**

World History - Creation - Middle Ages

9. Recognize God's involvement in the worlds' history through the prophetic fulfillment of the rise and fall of nations.
10. Describe the relationships between people/groups, events and cultures in World History
11. Understand the major characteristics and historical influence of ancient civilizations on world development - past and present, and be able to place them on a timeline
12. Describe the relationships between people/groups, events and cultures in World History

Civics

10. Compare and contrast the various forms of government in the world's history and identify their effect on the modern world
11. Understand how politics helps people with different ideas to reach agreements
12. Know the rights and responsibilities of citizenship
13. Know the importance of Christian citizenship and cultural diversity

Geography

5. Interpret maps and charts of the world and organize information about people, places, and environments

6. Construct charts and maps to show information

Economics

7. Understand the broader defining characteristics of the term stewardship
8. Know the impact of trade on the development of countries
9. Identify and understand the changes in people's lives as a result of technology]

Plans for Assessing Progress and Mastery

Students will:

- Create and present projects to demonstrate their learning and mastery of material
 - Multimedia presentations
 - Newsletters
 - Posters and/or brochures
 - 3-d projects
 - Participation in 3rd or 4th quarter cultural fair
- Convey knowledge in the form of research papers (2-4 pages)
- Score 70% or higher on written exams

Class: Social Studies, 8th Grade

Instructor: Mrs. Martha Ban

Location: 5th Grade Classroom

Text: *The American Nation* (units 5 - 9) ©2005 Prentice Hall

Contact: martha@sla-browning.org (preferred method)

Essential Learnings: God's leading in the affairs of history and human relationships

****These represent the minimum concepts anticipated being covered during the year. As time allows, other concepts may be introduced.**

United States History

13. Understand God's ultimate control and protection over human affairs
14. Understand the basic precepts of the Constitution and the Bill of Rights
15. Describe the relationships between key people/groups, events and cultures in United States history

16. Understand the daily life and social history of people who lived in early United States history
17. Recognize how forces from different spheres of life can cause or shape events
18. Understand the role and work of the Adventist church in North America

Civics

14. Understand the roles of the Christian citizen in government
15. Understand the checks and balance function of the three branches of government
16. Know the importance of Christian citizenship and cultural diversity

Geography

7. Understand the nature, distribution and migration of human population on the earth's surface
8. Understand how human actions modify the environment
9. Understand the patterns of human settlement and their causes
10. Identify geographic regions and major places of the United States

Economics

10. Identify the principles of Christian stewardship
11. Identify how changes in technology affect the economy
12. Understand that every job opportunity is related to economics
13. Recognize how the influence of the development of technology, immigration of peoples and changes in the world market effect career opportunities

Plans for Assessing Progress and Mastery

Students will:

- Create and present projects to demonstrate their learning and mastery of material
 - Multitmedia presentations
 - Newsletters
 - Posters and/or brochures
 - 3-d projects
- Convey knowledge in the form of research papers (2-4 pages)
- Score 70% or higher on written exams



**Browning Elementary School
5th Grade Homeroom
5-8 Social Studies
Classroom Policies/Information**

Contact Information

Email - martha@sla-browning.org

Assignment Blog: <http://browningmb.blogspot.com>

General Classroom Procedures

1. You are responsible for completing your own work. Privileges will be limited if completion of assignments is a problem.
2. Cheating is not an option. Work not done by you, the student, can not receive credit. Please be honest and credible. Parents may advise - but should not do school work or projects.
3. Take the hall pass when needing to leave the room to use the bathroom. There is a limit of one student out of the room at a time. If the pass is gone, you will need to wait. Do not ask to leave if you are involved in a teacher-directed activity.
4. Technology integrated projects play a large part in the curriculum. Only students with a current AUP on file will have access to the computers.

Classroom Protocol

Respect yourself

1. Listen to class discussions.
2. Get correct assignments
3. Complete work on time.
4. Do your very best work
5. Study!

Respect Others

1. Listen to the teacher.
2. No talking when others are talking.
3. Use a soft voice for class discussions.
4. Save your loud voice for the playground.
5. Keep your hands to yourself. Pushing or shoving others will not be tolerated.



6. Do not use other people's property without permission.
7. Speak kindly to others. Do not ridicule their appearance, family, religion, etc.
8. Treat others as you would like to be treated.

Assignment Expectations

1. Assignments will be posted daily. You are to transfer assignments into your assignment book. You are expected to complete work assigned on a daily basis.
2. All assignments are due the following morning unless otherwise specified.
3. Tests will be announced - quizzes may or may not be announced.
4. You may check the Assignment Blog to verify assignments and announcements. This does NOT take the place of the assignment notebook. The Blog should be updated by 3pm daily.

Late Work

Late work will not be accepted. Work is due at the beginning of class time
Exception - late work due to excused absences will be accepted when accompanied by a parent note of verification. It is the YOUR responsibility to ask for assignments given when you were out of school.

Grades

Your grades will be posted weekly on EdLine. (Account information for EdLine is available in the Browning Office.)

Note to Parents: If there are any questions regarding your student's progress or grades, please convey your concern via email. If Internet access is not available, please communicate this as soon as possible. Other arrangements for the communication process will be made.