

# Term 2 Curriculum Newsletter

## Grade 5

### 2020/2021

#### **French Language Arts**

| Reading  | Writing   | Listening  | Speaking   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>- Continuing to develop reading comprehension strategies</li> <li>- Continuing to build stamina for reading more complex texts</li> <li>-Expanding vocabulary</li> <li>-Using text features to develop reading comprehension</li> <li>-Infer meaning about details that aren't explicitly stated in the text</li> </ul> | <ul style="list-style-type: none"> <li>- Present tense of verbs</li> <li>- Use graphic organizers to support idea generation and organisation</li> <li>-Refine editing skills (using the POMMES model)</li> <li>- Produce a variety of texts i.e poetry unit, journal entries, persuasive paragraph, brochures &amp; graphic texts</li> </ul> | <ul style="list-style-type: none"> <li>-listen to and follow multi-step oral instructions</li> <li>-use listening strategies to comprehend and participate in discussions, group activities</li> <li>- listen to a variety of media texts (eg. radio broadcasts, authentic francophone dialogues)</li> </ul> | <ul style="list-style-type: none"> <li>- practice and build on spontaneous oral interaction skills</li> <li>- Speak spontaneously and in rehearsed contexts using familiar and newly acquired vocabulary</li> <li>-discussions pertaining to shared class reading, short texts, videos, etc.</li> <li>- speak in increasingly complex sentences</li> <li>- speak with increasing fluidity</li> </ul> |
| <p>French Assessment Strategies Include:</p> <ul style="list-style-type: none"> <li>- Observations &amp; Conversations</li> <li>- Work samples</li> <li>- Presentations</li> <li>- Quizzes</li> <li>- Rubrics based on success criteria</li> <li>- Self-assessments</li> </ul>   |   |  |  |

# Mathematics

## February – March

### Transformations:

- describe and perform translations, reflections, and rotations
- plot and read coordinates in the first quadrant of a Cartesian plane

### Comparing measures:

- use appropriate metric units to estimate and measure length, area, mass, and capacity
- solve problems that involve converting larger metric units into smaller ones, and describe the relationships among metric units

### Multiplication:

- multiplication of two-digit whole numbers by two-digit whole numbers

### Problem solving:

- represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000

## March–April

### Comparing fractions:

- compare and order fractions from halves to twelfths, including improper fractions and mixed numbers
- Represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers.

### Proportional reasoning:

- represent and create equivalent ratios and rates

### Problem solving of multiple operations continued:

- use the properties of operations, and the relationships between operations, to solve problems, including those requiring more than one operation, and check calculations

## April – May

### Fractions & Operations:

- multiply and divide one-digit whole numbers by unit fractions
- Add and subtract fractions with like denominators

### Division:

- the division of three-digit whole numbers by two-digit whole numbers

## **May – June**

### **Financial Literacy & Operations involving Money**

- describe several ways money can be transferred among individuals, organizations, and businesses
- design sample basic budgets to manage finances
- estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax

### **Probability**

- use fractions to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions

### **Review of all Strands** as well as **Coding exploration**

- Observations and conversations during math talks and problem solving
- Work samples
- Quizzes, Tests
- Rubrics based on success criteria
- Projects

## **English Language**

### **Grade 4/5 English Term 2 Curriculum Newsletter (Mme Bird, Mlle Fraesso, M Moore)**

|           |   |
|-----------|---|
| February  | <b><i>Choice Boards (led by Mme Bird/Mlle Fraesso/M Moore)</i></b><br><br>Reading - various tasks will be presented and completion will be guided by student choice<br><br>Writing - various tasks will be presented and completion will be guided by student choice<br><br>Oral Communication - based on discussions around Media literacy<br><br>Media Literacy - focus on Digital Citizenship and the roles/purpose of Media (connecting thematic elements where applicable) |
| March     | <b><i>Project integrated with Music (led by M. Moore)</i></b>   |
| April-May | <b><i>Global Read Aloud: Front Desk (led by Mlle Fraesso)</i></b><br><br>Reading - read aloud as a class (students can follow along with their own copies), independent reading (using reading strategies), answering comprehension questions about the text to demonstrate understanding.  |

|      |  |
|------|--|
|      | <p>Writing - write responses, journal reflections and have creative writing opportunities to demonstrate understanding of the text as well as the main ideas and themes presented in the text.</p> <p>Oral Communication - Hashtag chapter summaries (using a hashtag to describe what happened in a chapter, and then describe what hashtag was created, how it applies to the chapter, and how it appropriately conveys the message) - share ideas orally and compare ideas with others.</p> <p>Media Literacy - making text to world connections using media resources, designing a brochure to demonstrate the main concepts and themes presented in the book and how they relate to personal experiences and global issues.</p> |
| June | <p><b><i>End of Year Identity Project - consolidate learning from the year</i></b></p> <ul style="list-style-type: none"> <li>- Using concepts, main ideas and themes learned throughout the term, students will reflect on aspects of their own identities and engage in an independent study project to learn about what makes up an identity</li> <li>- Reflect on own identity and make connections to others, media, texts, etc</li> <li>- Read about others' identities and discuss aspects of others' identities</li> <li>- Present a visual piece and explain its representation of identity</li> </ul>  |

## Social Studies

### Strand B: The Role of Government and Responsible Citizenship

- Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada
- Assess responses of governments in Canada to some significant environmental and/or social issues
- Investigate Canadian social and/or environmental issues.

Assessment Strategies: anecdotal notes, observations & conversations during discussions and lessons, quizzes, work samples, participation and responsibilities during a student vote

## Science

### Forces Acting on Structures and Mechanisms

- Analyse social and environmental impacts of forces acting on structures and mechanisms (e.g. natural disasters)
- Investigate forces that act on structures and mechanisms

### Human Organ Systems

- Investigate the structure and function of the major organs of various human body systems.
- Examine how organ systems **work together and affect one another**.
- Analyse the impact of human activities and technological innovations on human health.

Science Assessment Strategies Include: whole-group and small-group discussions, observations and conversations, science projects and assignments, student work samples, quizzes, research notes, data collected during experiments

## **Visual Arts**

- Continue to use and apply elements of design to communicate ideas, messages, and understandings (e.g. collaborative art pieces for Black History Month)
- Create two- and three-dimensional works of art that express feelings and ideas inspired by various points of view.

## **Dance**

- Use movement in the choreographic form call and response in a variety of ways when creating dance pieces (e.g. choreographed skipping routine)
- Explore and use elements of dance to communicate thoughts and ideas (e.g. Body, Space, Time, Energy, Relationship)

## **Physical Education**

- Continue to participate actively and regularly in a wide variety of physical activities (e.g. cooperative games, fitness challenges, target activities)
- Set fitness goals & monitor progress
- perform movement skills and demonstrate control of the body when varying speed, direction or level of movement (e.g. jumping, running, aiming at a target)
- send and receive objects using different body parts and various types of equipment

## **Health**

- Describe the short- and long-term effects of alcohol use
- Human development: identify the parts of the reproductive system, and describe how the body changes during puberty

