Dear Parents/Guardians,

Below is an outline to inform you of what the focus will be in each subject I teach, with the understanding that this is a working document that can change. Teaching strategies and assessment methods have also been included. Don't hesitate to contact me if you have any questions.

Thanks,
Cameron Brubacher

Subject/Curriculum Expectations	Teaching Strategies	Assessment Methods
<u>Language</u> **Oral** - Students will: - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes Possible Examples - current events, speeches, book reports, TED Talks, Spoken Word Poetry **Reading** - Students will: - recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they communicate meaning - use knowledge of words and cueing systems to read fluently	- Stepping Up reading assessments - Guided Reading groups - Daily 4 framework - Modeling - Descriptive Feedback - Conferences - Whole/small group lessons - Gradual release of responsibility model (modelled → shared → guided → independent)	- Written assignments - Self & peer assessment - Guided Reading groups - Quizzes - Projects - Reflections - Article responses - Presentations - Observations

Possible Examples - articles/short stories, reading responses, self-selected texts, text analysis of various types of writing **Writing** - Students will: - draft and revise writing using a variety of literary, graphic and informational forms and stylistic elements appropriate for the purpose and audience - use editing, proofreading and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively Possible Examples - Spoken Word poetry, TED Talks, infographics, reports, persuasive writing **Media** - Students will: - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques Possible Examples - news/fake news analysis, video creation/editing, advertising/design techniques	- Co-created success criteria - Read alouds - <u>The Invention of Hugo Cabret</u> - CAFE (Comprehension, Accuracy, Fluency, Expanded Vocabulary) - VOICES (Voice, Organization, Conventions, Excellent Word Choice, Sentence Fluency) - Quick writes	- Checklists - Conferences - Diagnostics (OCA, Fountas & Pinnell, Stepping Up)

Visual Arts - Create various pieces of 2D & 3D artwork, while exploring a variety of forms cultural contexts - Examples: silhouette art, personal logos, elements of design booklet, calligraphy, landscapes	- Whole & small group lessons - Conferences - Check-ins - Success criteria - Modeling	- Projects of various mediums - Group discussion - Class generated success criteria & rubrics
Math Term 1: **Mathematical Process Expectations across all strands**: Problem Solving, Reasoning and Proving, Reflecting, Selecting Tools and Computational Strategies, Connecting, Representing, Communicating **Number Talks** - addition and subtraction (positive and negative integers), multiplication and division, rounding **Data Management:** Taught year-round by Ms. Sharland. Students will: ● collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and	Whole group lessons Small group interventions Conferences Differentiated activities 3 Part Lesson framework (minds on, action, consolidation, independent practice) Collaborative work Shared learning goals Co-created success criteria Modeling Descriptive feedback Group discussions	Diagnostics - Leaps and Bounds, teacher created Observations Checklists Anecdotals Conferences Exit tickets Quizzes/check ins Rubrics Categories of Achievement - Knowledges & Understanding, Thinking, Communication, Application Assignments

graphs ● make and evaluate convincing arguments, based on the analysis of data **Number Sense:** ● Factors & Multiples ● Exploring exponential representation of multiplicative relationships ● comparing and ordering whole numbers, decimal numbers & integers ● Representing & comparing Integers ● Addition and subtraction with integers ● Order of Operation **2-D - Geometry & Spatial Sense -** ● Sort and classify, construct polygons and angles by their properties ● Construct related lines (parallel and perpendicular) using angle properties ● Construct angle bi-sectors and perpendicular bi-sectors ● Describe, identify and construct triangles based on geometric principles (eg. sides, angles)	Turn & talks Manipulatives Games	Unit tests Culminating tasks/projects Self-assessment Reflections

● Investigate the principles of congruency and similarity **2-D - Measurement & Number Sense -** ● understanding metric units - m, l, g, m^2 ● Solve problems involving the conversion of metric units ● Solve problems that involve the conversion of metric units of area (cm2 to m2) ● Review previous concepts of area (eg. rectangle, parallelogram, triangle) and use previous knowledge to investigate the area of a trapezoid > generalize to identify the formula for area of a trapezoid ● Solve problems involving the estimation and calculation of the area of a trapezoid **Term 2:** **Operational Number Sense** ● Comparing and ordering fractions/decimals/percents ● Addition and subtraction of fractions		

● Divide whole numbers by simple fractions ● Multiplying and dividing decimals ● Multiplication of fractions by whole numbers **Geometry and Spatial Sense - Location and Movement** ● Plot points using all four quadrants of the cartesian coordinate system ● Identify and perform dilitations ● Create and analyze designs using translations, rotations, reflections and dilitations ● Investigate how transformations are used to create tiling patterns across a plane **3D - Measurement & Number Sense -** ● surface area and volume of right prisms ● Relationship between the S.A. and volume of a right prism and the capacity of said prism ● revisit multiplication/division relationships **Patterning & Algebra** ● Represent linear growing patterns in a variety of ways		

• Make predictions about linear growing patterns • Represent linear growing patterns algebraically • Investigate relationships in linear growing patterns between rules that use a constant to generate the next term in a pattern as compared to rules that use the term number to determine the value • Model real life relationships of constant rates that start at 0 using tables and graphs • Model real life relationships of constant rates using algebraic expressions to describe the rate of growth • Evaluate and solve algebraic expressions with one or more variables		