

Ms. Angeard's, Mrs. Paynter's, Ms. Proskiw's, & Ms. Racz's
 TERM 1 OVERVIEW
 GRADE 5
 2018-2019



British Columbia's curriculum has been redesigned to respond to the demanding world our students are entering. This transformation in curriculum will help support engaging learning environments and personalized learning. At the heart of the redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.



HOME SUPPORT: Please continue to...	<ul style="list-style-type: none"> • Check and sign student agenda each day <ul style="list-style-type: none"> • Read with child on a daily basis • Practice math facts • Encourage a Growth Mindset
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SUBJECT AREA	BIG IDEA: What will students UNDERSTAND long after this unit is over?	CURRICULAR COMPETENCIES: What will the students DO and how will they APPLY their learning?	CONTENT: What will the students KNOW , learn and be assessed on?
LANGUAGE ARTS	<ul style="list-style-type: none"> ❖ Language and text can be a source of creativity and joy ❖ Texts created for different purposes and audiences 	-use a variety of comprehension strategies before, during and after reading, listening or viewing to construct meaning from text -apply a variety of age-appropriate thinking skills to gain meaning from texts -respond to text in personal and creative ways	Story/text -form, function and genre of texts -features of written texts -non-fiction elements Strategies and processes -reading strategies -oral language strategies -metacognitive strategies -writing processes Language features, structures and conventions -features of oral language -sentence structure and grammar conventions
MATH	<ul style="list-style-type: none"> ❖ Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers 	Reasoning and analyzing -estimate reasonably -develop mental math strategies and abilities to make sense of quantities Understanding and solving -develop and use multiple strategies to engage in problem solving (visual, oral roleplay, experimental, written, symbolic) Communicating and representing	-duration: using measurements of times -number concepts to 1 000 000 -whole numbers and decimal benchmarks -addition and subtraction to 1 000 000 -addition and subtraction facts to 20 (extending computational fluency)

		-represent mathematical ideas in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, and apply mathematical ideas)	-multiplication facts to 100 (extending computational fluency) -ones step equations with variables
SCIENCE	<ul style="list-style-type: none"> ❖ Multicellular organisms have organ systems that enable them to survive and interact within their environment. 	<ul style="list-style-type: none"> -demonstrate a sustained curiosity about a scientific topic or problem of personal interest -with support, plan appropriate investigations to answer their questions or solve problems they have identified -compare data with predictions and develop explanations for results 	- basic structures and functions of body systems: digestive, excretory, respiratory, circulatory
SOCIAL STUDIES	<ul style="list-style-type: none"> ❖ Canadian institutions and government reflect the challenge of our regional diversity ❖ Natural resources continue to shape the economy and identity of different regions of Canada. 	<ul style="list-style-type: none"> -Construct arguments defending the significance of individuals/groups, places, events and developments (significance) -Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 	<ul style="list-style-type: none"> -levels of government (First Peoples, federal, provincial and municipal), their main functions and sources of funding -participation and representation in Canada's system of government - resources and economic development in different regions of Canada - First Peoples land ownership and use
CAREER EDUCATION	<ul style="list-style-type: none"> ❖ Good learning and work habits contribute to short and long-term personal and career success ❖ Public Identity is influenced by personal choices and decisions 	<ul style="list-style-type: none"> -identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time -demonstrate respect for differences in the classroom -appreciate the influence of peer relationships, family and community on personal choices and goals 	<ul style="list-style-type: none"> Connection to Community -cultural and social awareness -safety hazards and rules at school, at home, and in the community
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> ❖ Daily physical activity enables us to practice skillful movement and helps us develop personal fitness ❖ Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle ❖ Personal choices and social and environmental factors influence our health and well-being 	<p>Physical literacy</p> <ul style="list-style-type: none"> -develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments -develop and apply a variety of movement concepts and strategies in different physical activities -apply methods of monitoring and adjusting exertion levels in physical activity -develop and demonstrate safety, fair play and leadership in physical activities -identify and describe preferred types of physical activity <p>Healthy and active living</p>	<ul style="list-style-type: none"> -proper techniques for movement (non-locomotor, locomotor, and manipulative skills) -movement concepts and strategies -ways to monitor and adjust physical exertion levels -how to participate in different types of physical activities including individual and dual activities, rhythmic activities and games -differences between the health components of fitness -training principals to enhance personal fitness

		- participate daily in physical activity designed to enhance and maintain health components of fitness	levels, including the FITT principal (frequency, intensity time, type) -benefits of physical activity and exercise
CORE FRENCH	<ul style="list-style-type: none"> ❖ Listening and viewing with intent helps us acquire French ❖ With basic French, we can describe ourselves and our interests 	<ul style="list-style-type: none"> -interpret nonverbal cues to increase understanding -seek clarification of meaning with very simple statements and questions -make use of visuals to increase understanding - Respond appropriately to simple commands and instructions -exchange ideas and information by asking and answering simple questions in context -understand simple stories 	<ul style="list-style-type: none"> -French phonemes that differ from English phonemes -French names for the letters of the alphabet -gender and number -vocabulary and structures for expressing personal information -simple descriptions -common, high-frequency vocabulary and structures for likes, dislikes and preferences
ARTS EDUCATION (Music with Mr. Joe)	<ul style="list-style-type: none"> ❖ Artists experiment in a variety of ways to discover new possibilities and perspectives ❖ Engaging in creative expression and experiences expands people's sense of identity and belonging ❖ Dance, drama, music and visual arts are each unique language for creating and communicating. 	<ul style="list-style-type: none"> -explore identity, place, culture, and belonging through arts experiences/creative expression -explore relationships among cultures, communities, and the arts -observe, listen, describe, inquire and predict how musicians use processes technologies, tools and techniques to create and communicate -develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations, express feelings, ideas, and experiences in creative ways -experience, document and present creative works in a variety of ways 	<ul style="list-style-type: none"> - visual arts: elements of design (line, shape, texture, colour, form, pattern, repetition, contrast) -personal and collective responsibility associated with creating -processes, materials, technologies, tools and techniques to support creative works -image development strategies
APPLIED DESIGN, SKILLS AND TECHNOLOGIES	<ul style="list-style-type: none"> ❖ Designs can be improved with prototyping and testing. 	<ul style="list-style-type: none"> -identify the skills required for a task and develop those skills as needed -choose appropriate technologies to use for specific tasks - Construct the final product, incorporating planned changes 	<ul style="list-style-type: none"> - real life focus - design and construct

<p>FIRST PEOPLES LEARNING PRINCIPLES</p>	<p>Aboriginal culture and perspectives have been integrated throughout all areas of learning</p> <ul style="list-style-type: none"> ❖ Learning involves recognizing the consequences of one's actions ❖ Learning recognizes the role of indigenous knowledge ❖ Learning involves patience and time
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CORE COMPETENCIES		<ul style="list-style-type: none"> • These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning • This term the students will focus on the "I can" statements as follows: 	
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can be respectful to myself, and to others. ❖ I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can share my ideas and accomplishments. ❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> ❖ I can use evidence to make simple judgements. ❖ I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		<ul style="list-style-type: none"> ❖ I can talk and listen to people I know, and respond in complete sentences.
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> ❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> ❖ I can be proud of who I am. ❖ I can identify all the aspects of my 'whole self' that contribute to making me an individual.

