

Ms. Angeard's, Mrs. Paynter's, Ms. Proskiw's, & Ms. Racz's
TERM 2 OVERVIEW
GRADE FIVE
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.



<p>HOME SUPPORT: Please continue to...</p>	<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 using Sum Dog 		
<p>SUBJECT AREA</p>	<p>BIG IDEA: What will students UNDERSTAND long after this unit is over?</p>	<p>CURRICULAR COMPETENCIES: What will the students DO and how will they APPLY their learning?</p>	<p>CONTENT: What will the students KNOW, learn and be assessed on?</p>
<p>LANGUAGE ARTS</p>	<ul style="list-style-type: none"> ❖ Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. ❖ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. 	<ul style="list-style-type: none"> - consider different purposes, audiences, and perspectives in exploring texts - Identify how difference in context, perspectives, and voice influence meaning in texts - Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences - Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation 	<p>Story/text</p> <ul style="list-style-type: none"> - literary elements - literary devices <p>Strategies and processes</p> <ul style="list-style-type: none"> -reading strategies -oral language strategies -metacognitive strategies -writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> - paragraphing - sentence structure and grammar - conventions
<p>MATH</p>	<ul style="list-style-type: none"> ❖ Identified regularities in number patterns can be expressed in tables. ❖ Data represented in graphs can be used to show many-to-one correspondence. ❖ Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. 	<ul style="list-style-type: none"> - engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community - develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving - Explain and justify mathematical ideas and decisions - reflect on mathematical thinking 	<ul style="list-style-type: none"> - rules for increasing and decreasing patterns with words, numbers, symbols and variables - addition and subtraction of decimals to 1000ths -multiplication to three digits -multiplication and division facts to 100

<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> ❖ Immigration and multiculturalism continue to shape Canadian society and identity. 	<ul style="list-style-type: none"> - ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) - sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present 	<ul style="list-style-type: none"> - the changing nature of Canadian immigration over time - the development and evolution of Canadian identity over time
<p>SCIENCE</p>	<ul style="list-style-type: none"> ❖ Earth materials change as they move through the rock cycle and can be used as natural resources. ❖ Machines are devices that transfer force and energy. 	<ul style="list-style-type: none"> -demonstrate curiosity and a sense of wonder about the world - make and record observations -identify simple patterns and connections -communicate ideas, observations, and processes in a variety of ways - identify some of the assumptions in secondary sources - compare/contrast practices used today and long ago - identify First Peoples' perspectives and knowledge as sources of information 	<ul style="list-style-type: none"> - local types of earth materials - the rock cycle - Aboriginal concept of interconnectedness in the environment - the nature of sustainable practices around BC's resources - First Peoples concepts of interconnectedness in the environment
<p>CAREER EDUCATION</p>	<ul style="list-style-type: none"> ❖ Exploring our strengths and abilities can help us identify our goals. ❖ Family and community relationships can be a source of support and guidance when solving problems and making decisions. 	<ul style="list-style-type: none"> - Recognize the need for others who can support their learning and personal growth - Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences - Demonstrate safe behaviours in a variety of environments - Set realistic short and longer term goals, define a path, and monitor progress 	<p>Personal Development</p> <ul style="list-style-type: none"> - goal-setting strategies <p>Connections to Community</p> <ul style="list-style-type: none"> - cultural and social awareness - generational roles and responsibilities <p>Safety hazards and rules at school, at home, and in the community</p>
<p>PHYSICAL AND HEALTH EDUCATION</p>	<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 know about our opportunities to participate in those activities helps us develop an active lifestyle ❖ Developing healthy relationships helps us feel connected, supported, and valued. 	<p>Physical Literacy</p> <ul style="list-style-type: none"> - develop and apply a variety of movement concepts and strategies in different physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> - participate daily in physical activity designed to enhance and maintain health components of fitness <p>Social and Community Health</p> <ul style="list-style-type: none"> - Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations - Describe and apply strategies for developing and maintaining healthy relationships 	<ul style="list-style-type: none"> - movement concepts and strategies - strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
	<ul style="list-style-type: none"> ❖ Dance, drama, music and visual arts are each unique 	<ul style="list-style-type: none"> - explore elements, process, materials, movements, 	<ul style="list-style-type: none"> - visual arts: elements of design (line, shape, texture, colour, form,

<p>ARTS EDUCATION</p> <p>(Music with Mr. Joe)</p>	<p>language for creating and communicating.</p> <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. 	<p>technologies, tools, and techniques of the arts</p> <ul style="list-style-type: none"> - observe and share how artists use processes, materials, technologies, tools and techniques - describe and respond to works of art 	<p>pattern, repetition, contrast)</p> <ul style="list-style-type: none"> - a variety of regional and national works of art and artistic traditions - traditional and contemporary Aboriginal arts and art making processes - a variety of dramatic forms
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<ul style="list-style-type: none"> ❖ Skills are developed through practice, effort, and action. 	<ul style="list-style-type: none"> - Demonstrate their product and describe their process - Use materials, tools and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments - Use familiar tools and technologies to extend their capabilities when completing a task 	<ul style="list-style-type: none"> - design and construct - S.T.E.A.M.
<p>CORE FRENCH</p>	<ul style="list-style-type: none"> ❖ Each culture has traditions and ways of celebrating. ❖ Reciprocal communication is possible in French using simple high-frequency words and patterns. ❖ With basic French, we can describe ourselves and our interests. 	<ul style="list-style-type: none"> - demonstrate basic awareness of Francophone cultural communities in Canada - identify basic information about Francophone cultural festival or celebration in Canada - Comprehend high-frequency vocab in slow, clear speech and other simple texts 	<ul style="list-style-type: none"> - gender (masculine & feminine) - location of Francophone communities across Canada - a Francophone cultural festival or celebration in Canada - use basic vocabulary to describe common elements of cultural festivals and celebrations.

<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 requires exploration of one's identity. ❖ Learning ultimately supports the well being of self, the family, the community, the land, the spirits, and the ancestors. 	
<p>CORE COMPETENCIES</p>		<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: 	
<p>LEARNER</p>	<p>SOCIAL RESPONSIBILITY</p>		<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.
<p>THINKER</p>	<p>PERSONAL AWARENESS AND RESPONSIBILITY</p>		<ul style="list-style-type: none"> ❖ I can share my ideas and accomplishments.

			❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		❖ I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		❖ I can use evidence to make simple judgements. ❖ I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		❖ I can talk and listen to people I know, and respond in complete sentences.
COLLABORATOR	CREATIVE THINKING		❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		❖ 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.

