Ms. Angeard's, Mrs. Paynter's, Ms. Proskiw's, & Ms. Racz's
TERM 3 OVERVIEW
GRADE 5
2018-2018

British Columbia's curriculum has been redesigned to respond to the demanding world our students our 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…	• Check and sign student agenda each day • Read with child on a daily basis • Practice math facts daily

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	❖ Using language in creative and playful ways helps us understand how language works.	- Explain the role of language in personal, social, and cultural identity - Show and increasing understanding of the role of organization in meaning - Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences - Identify how story in First Peoples cultures connects people to land	**Story/text** - forms, functions, and genres of text - literary elements - literary devices **Strategies and processes** -reading strategies -oral language strategies -metacognitive strategies -writing processes **Language features, structures, and conventions** - sentence structure and grammar - conventions - paragraphing
MATH	❖ Closed shapes have an area and perimeter that can be described, measured, and compared. ❖ Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. ❖ Numbers describe quantities that can be represented by equivalent fractions.	- develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving - use mathematical vocab and language to contribute to mathematical discussions - communicate mathematical thinking in many ways - connect mathematical concepts to each other and to other areas and personal interests - use technology to explore mathematics	- division to three digits, including division with remainders - decimals to 1000ths - equivalent fractions - Whole number, fraction, and decimal benchmarks - multiplication to three digits - area measurement of squares and rectangles - relationships between area and perimeter - classification of prisms and pyramids

			- single transformations - probability experiments - financial literacy: monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans
SCIENCE	❖ Solutions are homogeneous mixtures ❖ Machines are devices that transfer force and energy	- demonstrate a sustained curiosity about a scientific topic or problem of personal interest - identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations - identify questions to answer or problems to solve through scientific inquiry	-**solutions and solubility** -properties of **simple machines** and their **force effects** -machines **constructed** and **found in nature** -**power** – the rate at which energy is transformed
SOCIALS	❖ Canada's policies and treatment of minority peoples have negative and positive legacies.	- sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present - Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) - Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	- past discriminatory government policies and actions - human rights and responses to discrimination in Canadian society
CAREER EDUCATION	❖ Leadership requires listening to and respecting the ideas of others	- Use innovative thinking when solving problems - Make connections between effective work habits and success - Question self and others about the role of technology in the changing workplace	Personal Development - problem solving and decision making strategies - emergent leadership skills
PHYSICAL AND HEALTH EDUCATION	❖ 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. ❖ Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.	**Physical Literacy** - develop and apply a variety of movement concepts and strategies in different physical activities **Healthy and active living** - participate daily in physical activity designed to enhance and maintain health components of fitness - Analyze and describe the connections between eating, physical activity, and mental well-being - Describe the impacts of personal choices on health and well-being	- movement concepts and strategies - ways to monitor and adjust physical exertion levels - differences between the health components of fitness - training principles to enhance personal fitness levels. Including the FITT principle - physical, emotional, and social changes that occur during puberty

		Mental Well-Being - Describe and assess strategies for promoting mental well-being, for self and others - Explore and describe strategies for managing physical, emotional, and social changes during puberty	
ARTS EDUCATON (Music with Mr. Joe)	❖ Dance, drama, music and visual arts are each unique language for creating and communicating. ❖ Works of art influence and are influenced by the world around us. ❖ 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.	- intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work - develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations - examine relationships between the arts and the wider world	-beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form and texture -notation to represent sounds, ideas, and movement, elements and actions - processes, materials, movements, technologies, tools and techniques to support creative works - image development strategies - personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment
APPLIED DESIGN, SKILLS, & TECHNOLOG-IES	❖ The choice of technology and tools depend on the task	- Choose a design opportunity - Choose and idea to pursue - Demonstrate their product and describe their process - Reflect on their design thinking and processes, and their ability to work both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space - Demonstrate a willingness to learn new technologies as needed	- design and construct - S.T.E.A.M.
CORE FRENCH	❖ Both verbal and non-verbal cues contribute meaning in language. ❖ Reading helps us make connections to what we have already learned through oral language.	- begin to use strategies to increase understanding - recognize the relationship between pronunciation, including common intonation patterns, and meaning - Identify key information in slow, clear speech and other simple texts	- expressing likes, dislikes and preferences - asking and responding to simple questions - providing simple descriptions - common high-frequency vocabulary and sentence structures

FIRST PEOPLES LEARNING PRINCIPLES 	**Aboriginal culture and perspectives have been integrated throughout all areas of learning** ❖ Learning is holistic, reflexive, experiential, and relational. ❖ Learning recognizes the role of indigenous knowledge ❖ Learning is embedded in memory, history, and story.

CORE COMPENTENCIES			• 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	PS	❖ I can be a respectful part of a group. ❖ I can contribute to activities that make my classroom and community better.
THINKER	PERSONAL AWARENSS AND RESPONSIBILITY	PS	❖ I can participate in activities that support my well-being. ❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY	PS	❖ I can analyze complex social or environmental issues and make positive, sustainable change.
INNOVATOR	CRITICAL THINKING	T	❖ I can develop criteria for evaluating design options. ❖ I can make choices that will help me create my intended impact on an audience or situation.
	COMMUNICATION	C	❖ I can talk and listen to people I know, and respond in complete sentences. ❖ I recognize that there are different points of view and I can disagree respectfully.
COLLABORATOR	CREATIVE THINKING	T	❖ I can get new ideas, build on or combine other people's ideas to create new things. ❖ I have interests and passions that I pursue over time ❖ I make ideas work or can change them
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY	PS	❖ I can be proud of who I am. ❖ My values shape my choices. ❖ I can describe my family and friends.