Grade 5 ELA

GENERAL OUTCOMES

The general outcomes of the ELA program are to build literacy, language and inquiry in the following ways:
Language as a ***sense-maker***,
Language as ***system***,
Language as ***exploration*** and ***design***,
Language as ***power*** and ***agency***.

GENERAL SKILLS:

Listening	Reading	Viewing
Speaking	Writing	Representing

*** These skills are interwoven into thematic units (listed below). Also include the components of spelling, grammar, vocabulary and handwriting.

TIMELINE *(approximate)*:

September/October - **Survival** *(exploring how people survive in adversity)*
November/December - **Art and Poetry** *(exploring the beauty of language and art)*
January/February - **Mystery and Suspense** *(exploring the use of mystery/suspense)*
March/April - **Anti-bullying** *(exploring how we treat others)*
May/June - **Environment** *(exploring the importance of caring for our environment)*
(each thematic unit involves applying the aforementioned skills and outcomes)

ASSESSMENT:

All outcomes are assessed as follows:

4 = 80% proficiency or higher (very good to excellent understanding and application of concepts and skills)
3 = 70% - 79% proficiency (basic understanding and application of concepts and skills)
2 = 60% - 69% proficiency (limited understanding and application of concepts and skills)
1 = 50% - 59% proficiency (good understanding and application of concepts and skills)
ND = under 50% proficiency (does not yet demonstrate the required understanding/application of concepts and skills)
(as aligned with the Department of Education criteria for reporting/assessing)

Assessment is based on a combination of in-class assignments, quizzes, tests and anecdotal teacher observations.

Grade 5 Math Program

MAJOR STRANDS:

The strands and sub-strands, including the general learning outcome for each, follow.

- **Number Concepts and Operations**
  - Whole Numbers
  - Fractions
  - Decimals
- **Patterns and Relations**
- **Shape and Space**
  - Measurement
  - 3-D Objects and 2-D Shapes
  - Transformations
- **Statistics and Probability**
  - Data Analysis
  - Chance and Uncertainty

also includes:

MENTAL MATH STRATEGIES

- Regular Rounding
- Front End Loading
- Double and Half
- Compensation
- Compatible Numbers
- Annex the Zero and others...

PROBLEM SOLVING STRATEGIES

(FOR NON-ROUTINE PROBLEMS)

- Guess and Check
- Working Backwards
- Logical Reasoning
- Make a Chart or Graph
- Draw a Picture
- Use Manipulatives
- Act it out
- and others…

ARITHMETIC FACTS

(memory or quick strategy)

- Addition and Subtraction
- Multiplication (up 10 x 10)
- Division

MATH VOCABULARY

(understands specific math terms, such as sum, product, quotient, mean, median, mode…

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Grade 5 PACING GUIDE/TIMELINE (MrLC)

MONTH	Specific Curriculum Outcomes
September	**Bridging from Grade 4 content** ❑ **N1** understands place value to 1 000 000
October	❑ **N8** understands place value up to thousandths ❑ **N10** compare and orders decimals.
November	❑ **N7** understands concrete + pictorial fractions o creates equivalent fractions. o compares fractions w unlike denominators. ❑ **N9** converts decimals to fractions
December	❑ **N2** estimation arithmetic strategies, including: front –end rounding, compensation, compatible numbers. ❑ **N11** can add/subtract decimals. ❑ **PR2** can solve problems with single-variable equations.
January	❑ **N3** knows multiplication/division facts to 81 ❑ **N4** uses mental math strategies, including: hiding zeros, halving/doubling distributive prop ❑ **N5** can multiply 2 digit by 2 digit ❑ **N6** can divide 3 digits by 1 digit w remainders
February	❑ **SS2** can use m,cm, mm for measuring length ❑ **SS1** build rectangles with specific perimeter and/or area.
March	❑ **PR1** can find the pattern rule to extend. ❑ **SP1** understands 1st hand vs. 2nd hand data ❑ **SP2** reads and builds double-bar graphs
April	❑ **SS3** understands volume with m^3 or cm^3 ❑ **SS4** understands capacity with mL or L ❑ **SS5** understands terms, including: o 3-D objects vs. 2-D shapes, o face, edge, parallel, intersecting, perpendicular, vertical, horizontal. ❑ **SS6** identifies quadrilaterals, including: o Rectangles, squares, trapezoids, parallelograms, rhombuses
May	❑ **SS7** can use transformations of 2-D shape. o translation, reflections, rotation. ❑ **SS8** find examples of transformations ❑ **SP3** understands likelihood of an outcome. ❑ **SP4** compares likelihood of events.
June	**Consolidation of learning,** **independent review,** **fluid small group instruction**

2024-2025 Grade 5 Year Plan

GRADE 5 SCIENCE

The general outcomes in this course are to build in students an understanding of scientific concepts and develop a sense of inquiry. Hands-on learning will focus on two major elements: the use of {1} scientific inquiry(experimentation) and the {2} the design process.

Grade 5 Science includes the following clusters:

Cluster 1: Weather (September/October)
In this cluster, students learn that daily weather conditions are not the result of random occurrences, but of global systems that can be predicted on a short-term and a seasonal basis. Through observations and measurements, students investigate the properties of air and other aspects of daily weather. Students learn to interpret public weather reports and investigate the usefulness of various ways of predicting the weather. Understanding the meaning of severe weather forecasts and the preparations to ensure personal safety are emphasized. Students recognize the role of technology in increasing scientific understanding of weather while appreciating the limitations in accurately predicting long-term weather trends. They also investigate factors that influence climate in Manitoba and across Canada.

Cluster 2: Maintaining a Healthy Body (December/January)
The study of the human body at Grade 5 focusses on the maintenance of good health. Students learn about the role that nutrients play, and how to plan balanced and nutritious meals using *Canada's Food Guide to Healthy Eating*. Students gain experience in interpreting nutritional information on food labels, and in evaluating images presented by the media. A study of the major body systems and their role in the healthy functioning of the human body helps students to appreciate the nature and function of each, and the interrelationships that exist between systems. Students explore how lifestyle choices and environmental factors can affect personal health.

Cluster 3: Forces and Simple Machines (March/April)
In this cluster, students increase their understanding of forces through the study of simple machines. Emphasis is placed on investigating a variety of simple machines and recognizing their usefulness for moving and lifting loads. Students explore how simple machines are used in daily life, and they identify advantages and disadvantages of using simple machines for a given task. Students apply their knowledge of simple machines by designing, constructing, and evaluating a prototype.

Cluster 4: Properties of and Changes in Substances (May/June)
In this cluster, students deepen their understanding of the characteristics and properties of substances, and the changes that occur in substances in different situations. Through their explorations, students identify the three states of matter — solids, liquids, and gases — and describe the properties of each. Students observe examples of reversible and non-reversible changes including changes of state. Students also investigate how the characteristics and properties of substances are altered during physical and chemical changes. Students identify examples of these changes in the world around them. Safety practices related to chemical products in the home are addressed. Students evaluate household products by using criteria such as efficiency, cost, and environmental impact.

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Mr. Timlick

Grade 5 Social Studies
"People and Stories of Canada to 1867"

OVERVIEW

In this course, students will form and understanding and appreciation of Canada's past up until 1867.

The following elements are incorporated into all Social Studies lessons:

-Active Democratic Citizenship
-Managing Information and Ideas
-Critical and Creative Thinking
-Communication

CLUSTERS + TIMEINE

1- First Peoples -*explores the lives of Canada's early Indigenous Peoples* (October/November)
2- Early Europeans -*explores the colonization of Canada by Europeans* (January/February)
3- The Fur Trade -*explores the importance of the fur trade in Canada's history* (April/May)
4- From British Colony to Confederation –*explores how and why Canada chose to form their own nation* (June)

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