Course: Grade 5-8 English Language Arts

Teacher: Mrs. Arlene Casigay

Email: acasigay@trsd.ca

School year: 2025-2026

Course Description

Welcome to English Language Arts class! This course will target students' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and argumentative writing. The overall goal of the class is to increase the literacy and writing ability of students.

English Language Arts Goals

The goals of the English language arts curriculum are to give students opportunities to:

- practice within the field of English language arts as full participants
- develop flexible and versatile ways of thinking and using language to meet personal, social, and academic needs
- build a sense of self, identity, community, and the world
- sustain a lifelong sense of curiosity, a passion for learning, and an appreciation of the power and beauty of literature, language, and multiple forms of text

Course Materials

- selected novels, other reading materials
- a binder with loose leaf paper
- pens/pencils
- scribbler
- computer/ipad for word processing, research and reading

Academic Dishonesty

- "Academic dishonesty could result in one or all of the following: contacting the parents, documentation of the incident in the student's file, report this behavior on the report card, enforce loss of privileges for the student, disciplinary measures, redo the work and deduct marks for academic dishonesty.... If a student is found to be engaging in academic dishonesty, the principal will follow the school and division policy which may result in further consequences as deemed appropriate by the principal." (TRSD Instructional policy manual)
- Plagiarism "students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated..." (Provincial Assessment Policy, K-12)

Assessment

Students will be assessed using a variety of forms. The use of tests, quizzes, projects, active participation in class discussions, completed writing, comprehension questions and completed assignments. All work will be marked using a checklist or rubric based on the project outlines. Teacher anecdotal notes will also be used to track a student's knowledge and understanding as they grow and develop. Learning behaviours will also be assessed separately based on student active participation, personal management skills, and social responsibility.

Breakdown of Marks

Your grade will be based on a combination of the following areas:

- Content Mastery (80%)
  - This includes any type of graded work or assessment—such as tests, quizzes, essays, presentations, book reports, projects, class work and homework— that demonstrates student mastery of skills and content.
- Participation/Preparedness (20%)
  - This includes a classroom participation, as well as skill-building and practice activities, bell work, end-of-class summary activities, journal entries, etc.

Course work may contain any of the following:

Quizzes and Tests will be given during some units when students need to show their understanding.

Daily Work will be given to students who are expected to finish this during the class time provided and hand it in when asked to do so. If they do not finish in the time provided they will be expected to complete it as **homework**.

Homework will only be assigned if and when students are not able to complete their assignments during class or students are absent. Assignments are due at the beginning of each class of the due date. Upon completion of the assignment following the deadline, it will be graded and recorded.

Projects may be assigned to be completed individually or collaboratively. They must be handed in as a whole and fully complete before they will be marked. This may include but is not limited to: oral presentations, multimedia presentations, critiques, reviews, journals, book reports, and choice boards. Rubrics will be provided where necessary.

Missed Tests/Quizzes: If you are not able to attend a test/quiz due to an emergency or illness, parents must write a note or contact me.

Teacher Assistance: Please let me know if you need help in an assignment or if you require extra time to complete your work so arrangements can be made.

Responsibilities and Behavior: Your responsibilities in this class are:

- To attend class regularly;
- To be on time;
- To be prepared for class;
- To complete all class and assigned work;
- To listen when others are talking and take turns;
- To be actively involved as a member of a group;
- To respect your school;
- To be respectful of others and **not** be disruptive;
- To use technology responsibly and in a respectful manner to complete class work;
- Electronics are a privilege in this class, therefore technology is only to be used in class for academic purposes with teacher permission.

All students are expected to be positive, contributing, respectful members in this class. Be polite and thoughtful of one another. Any behavior that prevents our class from functioning well or any display of disrespect will not be tolerated and may result in the following: verbal reprimand, after-school detention for 5 minutes, lose 15 minutes recess, contact with parent/s, or other consequence as determined by school administration.

5-8 ELA Year at a Glance

Units of Study	Reading and Writing Skills Focus
➢ Back to School	Getting to know you (games, icebreakers) All about Me Water bottle Letter to Self First day of back to school photos
➢ Comprehension: Understanding and Responding to Texts (Long Range Plan)	Block 1: Introduction to Reading Comprehension Strategies Block 2: Cultural Texts Block 3: Letters Block 4: Narratives Block 5: Persuasive Texts Block 6: Informational Reports Block 7: Poetry Block 8: Book Reviews Block 9: Graphic Texts Block 10: Biographies
➢ Conventions, Spelling and Fluency	Examples of the concepts covered: Suffixes: -ing, -ly, -able,-less, -ment... Prefixes: un-, re-, dis-, pre-, ex-, in.... Reading strategies Sentence structure Recognizing and fixing run-on sentences Using coordinating conjunctions in compound sentences Parts of speech .... Expanding vocabulary with thesaurus and morphology skills
➢ Writing: Expressing Ideas and Creating Texts (Long Range Plan)	Introduction to Writing and Generating Ideas Paragraph Writing Essay Writing Letter Writing Narrative Writing Persuasive Writing Expository Texts-Informational Reports and How- to-Guides Poetry Writing Book Reviews Comic Strips Biographies Graphic Texts

➢ Oral Language	Interactive and engaging activities for students. As they complete the activities, they will build on their oral communication skills, obtaining the learning standards stated in the curriculum. Examples of the concepts covered: Activity: Listening Relay Activity: Question Quest Activity: Inquisitive Minds: The Question-Asking Game Activity: Two Types of Listening Activity: Speaker Says Activity: Musical Chairs with a Twist Activity: Expression Charades Activity: Trickster Tales Theatre...
➢ Research * Upon teacher's discretion, changes may be made.	Reading- articles, passages, sample essays Writing and Research Project- write a research paper
• Bell Ringers • Reading A to Z • Audio book • Reading Assessment- Fountas and Pinnell • Novel Study • Novel Reading Response • Novel Final assignment/Novel Study Choice Board	*Please feel free to contact me via e-mail with any concerns or questions you may have about the class. I try my best to return e-mails within 24 hours during the school week, if it is an urgent matter please contact me by phone at the school. I look forward to having a great year with you!* ***Mrs. Casigay***

"Once you learn to read, you will be forever free." - Frederick Douglass

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I have read the English Language Arts 5-8 course outline and am familiar with classroom expectations and course requirements.

Date: _____

Student's Name: _____

Parent Name(s): _____

Parent Signature(s): _____

Parent E-mail Address: _____

Reachable Phone Number(s): _____

Comments or Questions: _____

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Course: Grade 5-8 MATHEMATICS

Teacher: Mrs. Arlene Casigay

Email: acasigay@trsd.ca

School year: 2025-2026

Welcome to a new school year and to Grade 5–8 Mathematics! Math is all around us and part of our everyday lives. Some problems connect to real-world situations, while others focus on abstract ideas. In this course, students will strengthen their understanding of fundamental concepts and skills, apply them to solve increasingly complex problems, and explore mathematical ideas, applications, and situations in everyday contexts.

The **main goals of mathematics education** are to prepare students to:

- communicate and reason mathematically
- use mathematics confidently, accurately, and efficiently to solve problems
- appreciate and value mathematics
- make connections between mathematical knowledge and skills and their applications
- commit themselves to lifelong learning
- become mathematically literate citizens, using mathematics to contribute to society and to think critically about the world

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:
Communications: communicate in order to learn and express their understanding
Connections: connect mathematical ideas to other concepts in mathematics, to everyday experiences and to other disciplines.
Mental Mathematics and Estimations: demonstrate fluency with mental math and estimations.
Problem solving: develop and apply new mathematical knowledge through problem solving.
Reasoning: develop mathematical reasoning
Technology: select and use technologies as tools for learning and solving problems.
Visualization: develop visualization skills to assist in processing information

The mathematics content is organized into **four strands.**

- Number Sense: develop number sense
- Patterns and Relations: use patterns to describe the world and solve problems
- Shape and Space: use direct or indirect measurements to solve problems
- Statistics and Probability: collect, display, and analyze data to solve problems

Materials needed for the course:
All students must bring the following to every class:

- Pencil
- Binder (with loose leaf)
- Scribblers
- Geometry Set (Grade 7 and 8)
- Ruler
- Calculator (Grade 7 and 8)

Course Expectations

1. Be prepared for class: This means coming to class with all the materials you need (binder, pens, pencils, lined paper, erasers, etc.), your previous day's work completed and having a positive attitude and intention to learn.
2. Attendance: If you are absent from class, it is your responsibility when you return to find out what you have missed. Absences do not excuse you from assignments. You are also expected to arrive to class on time.
3. Organization: The key to success. You may use a calendar to record all important dates and information.
4. Due Dates: Assignments will be given a due date by the teacher and those handed in after the due date will be considered LATE. You may be required to stay and complete missing assignments under the supervision of your teacher. If you anticipate a late assignment, please see your teacher to discuss an extension plan prior to the due date.
5. Assessments: Students are expected to spend time preparing for the all assessments. If an assessment is missed due to student absence, it will be written at the earliest opportunity available upon the student's return.
6. Plagiarism & Cheating: Plagiarism is a serious offence. It occurs when a person copies someone else's work and submits it as his/her own work. Both plagiarism and cheating will be dealt with seriously. These offences will earn an Incident Report or Case Statement and the involvement of parents. Repeated offences may result in more serious consequences.
7. Always seek help from your teacher right away if you are experiencing any difficulties.
8. Electronic devices are only permitted in class with teacher permission. Proper digital citizenship rules must be followed at all times.

Areas to be evaluated:

- Class participation
- Homework assignments
- Tests
- Quizzes
- Individual/Group projects
- Review games and activities
- mRLC Check-Ins, Quizzes & Baseline Assessments

How Learning is reported

Grades 1 to 6: A 1-4 ordinal scale is used to report on achievement in each subject category. There are no overall subject grades. 7 to 8: A 1-4 ordinal scale is used to report on achievement in each subject category. The percentage scale is used to report overall subject grades.

Grading:

Students will be graded on the following categories and each will be weighted according to the following percentages:

Homework.....5% **Classwork.....25%** **Quizzes & Tests.....70%**

Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.
— William Paul Thurston, American mathematician

Please see:

https://www.edu.gov.mb.ca/k12/cur/math/outcomes/gr5_outcomes.pdf
https://www.edu.gov.mb.ca/k12/cur/math/outcomes/gr6_outcomes.pdf
https://www.edu.gov.mb.ca/k12/cur/math/outcomes/gr8_outcomes.pdf
https://www.edu.gov.mb.ca/k12/cur/math/outcomes/gr7_outcomes.pdf

Math Resources:

https://www.khanacademy.org/math
https://www.math-drills.com/
https://ca.ixl.com/math
https://mathpickle.com/organized-by-grade/
https://wodb.ca/graphs.html
https://www.didax.com/apps/base-ten-blocks/
http://toytheater.com/area-perimeter-explorer/

❖ Please see the next page for the Course Schedule.

Course: Grade 8 SOCIAL STUDIES

Teacher: Mrs. Arlene Casigay

Email: acasigay@trsd.ca

School year: 2025-2026

Grade 8 students study societies of the past and explore connections between history and the present. They trace the development of human societies, from early hunter-gatherers to the nineteenth century. Students learn about important people, ideas, and events that have shaped the modern world and examine what happened when diverse societies came into contact. By studying different past societies, they gain an understanding of varying worldviews and the forces that drive change. They also consider how the past continues to influence the present and develop an appreciation for the significance of past societies and civilizations.
The following elements are incorporated into all Social Studies lessons:

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

Listed below are the four units of study:

Cluster 1: Understanding Societies Past and Present	Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley	Cluster 3: Ancient Societies of Greece and Rome	Cluster 4: Transition to the Modern World (Circa 500 to 1400)	Cluster 5: Shaping the Modern World (Circa 1400 to 1850)
➢ What is a World View? ➢ Origins of Human Societies ➢ Societies and Civilizations ➢ Knowing the Past	➢ Overview of Early Civilizations ➢ Interaction with the Natural Environment ➢ Living in an Early Society ➢ Communication and Art in an Early Society	➢ Overview of Antiquity ➢ Culture of Ancient Greece ➢ Democracy in Ancient Greece ➢ Roman Empire ➢ Legacy of Ancient Greece and Rome	➢ Overview of the Middle Ages ➢ Life in Medieval Europe ➢ The Rise of Islam and the Ottoman Empire ➢ China and the Mongol Empire ➢ Legacy of the Middle Ages	➢ World Overview (1400 to 1850) ➢ Global Exploration ➢ Renaissance and Reformation ➢ Industrial Revolution ➢

Course: Grade 5-7 SOCIAL STUDIES

Teacher: Mrs. Arlene Casigay

Email: acasigay@trsd.ca

School year: 2025-2026

In this course, students explore how the environment, culture, and society shape people's lives around the world. They study geography, Indigenous peoples, and modern societies in regions such as Asia, Africa, Europe, and the Americas. Students learn about the similarities and differences between cultures, the challenges communities face, and the importance of global cooperation. They also begin to see their role as responsible citizens in today's connected world.

The following elements are incorporated into all Social Studies lessons:

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

Listed below are the four units of study:

Cluster 1: World Geography	Cluster 2: Global Quality of Life	Cluster 3: Ways of Life in Asia, Africa, or Australasia	Cluster 4: Human Impact in Europe or the Americas
➢ Mapping the Globe ➢ The Global Natural Environment ➢ Global Population Trends	➢ What is the Good Life? ➢ Universal Human Rights ➢ Democratic Citizenship and Quality of Life ➢ Power, Wealth and Justice ➢ Global Cooperation	➢ Elements of Societies ➢ Natural Environment ➢ Cultural Influences and Expressions ➢ Historical Influences ➢ Economy and Well-Being	➢ Geography ➢ Environmental Impact ➢ Urbanization ➢ Historical Influences ➢ Living in the Global Village

Course: Grade 8 SCIENCE

Teacher: Mrs. Arlene Casigay

Email: acasigay@trsd.ca

School year: 2025-2026

The goal of this course is to begin building students' scientific literacy. While becoming scientifically literate is a lifelong process, this course will provide a strong foundation through learning activities that help students develop essential scientific skills and understanding.

The following elements are incorporated into all Science lessons:

- Scientific Inquiry
- Design Process

This course contains four units of study:

Cluster 1: Cells and Systems	Cluster 2: Optics	Cluster 3: Fluids	Cluster 4: Water Systems
➢ Cells as the basic unit of life ➢ Cells, tissues, organs, and body systems ➢ Technological developments	➢ Light as a form of electromagnetic radiation ➢ Properties of light	➢ Properties of fluids that determine their interactions with objects ➢ Explaining properties of fluids using the particle theory of matter	➢ Water's unique properties ➢ The global water cycle ➢ Causes of ocean currents ➢ Water's influence on shaping the land ➢ Impacts of humans on the sustainability of water resources

Course: Grade 5-7 SCIENCE

Teacher: Mrs. Arlene Casigay

Email: acasigay@trsd.ca

School year: 2025-2026

The goal of this course is to begin building students' scientific literacy. While becoming scientifically literate is a lifelong process, this course will provide a strong foundation through learning activities that help students develop essential scientific skills and understanding.

The following elements are incorporated into all Science lessons:

- Scientific Inquiry
- Design Process

This course contains four units of study:

Cluster 1: Interactions within Ecosystems	Cluster 2: Particle Theory of Matter	Cluster 3: Forces and Structures	Cluster 4: Earth's Crust
➢ Ecosystems and their changes ➢ The transfer of energy in ecosystems ➢ The role of decomposers in ecosystems	➢ The particle theory of matter ➢ Temperature and energy transfer ➢ Pure substances and mixtures	➢ Internal and external forces ➢ Shapes and components of structures	➢ Earth's structure ➢ Erosion and weathering ➢ Geological resource extraction and its impact ➢ Theories explaining continental movement and geological activity on Earth

Course Schedule:
We will be following the mRLC program as part of this course. As a result, we will be using the pacing guide to determine our schedule.

Grade 8 Pacing Guide with Outcomes Listed

Month	Specific Curriculum Outcomes
September	Bridging from grade 7 content
	N7 - Demonstrate an understanding of multiplication and division of integers, concretely, pictorially, and symbolically.
October	*N8 - Solve problems involving positive rational numbers.
	N6 - Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically.
	*N8 - Solve problems involving positive rational numbers.
November	**PR2 - Model and solve problems using linear equations of the form:** • $ax = b$ • $\frac{x}{a} = b, a \neq 0$ • $ax + b = c$ • $\frac{x}{a} + b = c, a \neq 0$ • $a(x + b) = c$ **concretely, pictorially, and symbolically, where *a*, *b*, and *c* are integers.**
	PR1 - Graph and analyze two-variable linear relations.
December	N1 - Demonstrate an understanding of perfect squares and square roots, concretely, pictorially, and symbolically (limited to whole numbers).
	N2 - Determine the approximate square root of numbers that are not perfect squares (limited to whole numbers).
	SS1 – Develop and apply the Pythagorean theorem to solve problems.
January	Break
	N4 - Demonstrate an understanding of ratio and rate.
	N5 – Solve problems that involve rates, ratios, and proportional reasoning.
February	SS2 - Draw and construct nets for 3-D objects.
	SS3 - Determine the surface area of • right rectangular prisms • right triangular prisms • right cylinders to solve problems.
	SS5 - Draw and interpret top, front, and side views of 3-D objects composed of right rectangular prisms.
March	SS4 - Develop and apply formulas for determining the volume of right prisms and right cylinders.
	March Break
April	N3 - Demonstrate an understanding of percents greater than or equal to 0%.
	SP1 - Critique ways in which data are presented.
May	SP2 - Solve problems involving the probability of independent events.
	SS6 - Demonstrate an understanding of tessellation by • explaining the properties of shapes that make tessellating possible • creating tessellations • identifying tessellations in the environment
June	Instructional review Independent review

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I have read the Mathematics 5-8 course outline and am familiar with classroom expectations and course requirements.
Date: _____
Student's Name: _____
Parent Name: _____
Parent Signature: _____
Reachable phone number or E-mail Address: _____
Comments or Questions:
_____
_____

Course Schedule:
We will be following the mRLC program as part of this course. As a result, we will be using the pacing guide to determine our schedule.

Grade 7 Pacing Guide with Outcomes Listed

Month	Specific Curriculum Outcomes
September	Bridging from grade 6 content
	N3 - Solve problems involving percents from 1% to 100%.
	N4 - Demonstrate an understanding of the relationship between repeating decimals and fractions, and terminating decimals and fractions.
	N7 - Compare and order fractions, decimals (to thousandths), and integers by using ▪ **benchmarks** ▪ **place value** ▪ **equivalent fractions and/or decimals**
October	**SP4 - Express probabilities as ratios, fractions, and percents.**
	N1 - Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9, or 10, and why a number cannot be divided by 0.
November	**N5 - Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences).**
	N6 - Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.
December	(PR1) - Demonstrate an understanding of oral and written patterns and their corresponding relations.
	(PR2) - Construct a table of values from a relation, graph the table of values, and analyze the graph to draw conclusions and solve problems.
	PR3 - Demonstrate an understanding of preservation of equality by ▪ modelling preservation of equality, concretely, pictorially, and symbolically ▪ applying preservation of equality to solve equations
	PR4 - Explain the difference between an expression and an equation.
	PR6 - Model and solve problems that can be represented by one-step linear equations of the form $x + a = b$, concretely, pictorially, and symbolically, where a and b are integers.
	Break
January	**PR7 - Model and solve problems that can be represented by linear equations of the form:** ▪ $ax + b = c$ ▪ $ax = b$ ▪ $\frac{x}{a} = b, a \neq 0$ **concretely, pictorially, and symbolically, where a, b, and c are whole numbers.**
	SS4 - Identify and plot points in the four quadrants of a Cartesian plane using ordered pairs.
	SS1 - Demonstrate an understanding of circles by ▪ **describing the relationships among radius, diameter, and circumference of circles** ▪ **relating circumference to pi (π)** ▪ **determining the sum of the central angles** ▪ **constructing circles with a given radius or diameter** ▪ **solving problems involving the radii, diameters, and circumferences of circles**
February	**SS2 - Develop and apply a formula for determining the area of** ▪ **triangles** ▪ **parallelograms** ▪ **circles**
	SP3 - Construct, label, and interpret circle graphs to solve problems.
	N2 - Demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, technology could be used).
March	SP5 - Identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events.
	SP6 - Conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table, or another graphic organizer) and experimental probability of two independent events.
	March Break
April	PR1 - Demonstrate an understanding of oral and written patterns and their corresponding relations.
	PR2 - Construct a table of values from a relation, graph the table of values, and analyze the graph to draw conclusions and solve problems.
	PR5 - Evaluate an expression given the value of the variable(s).
	SS3 - Perform geometric constructions, including ▪ perpendicular line segments ▪ parallel line segments ▪ perpendicular bisectors ▪ angle bisectors
May	SS5 - Perform and describe transformations of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral vertices).
	SP1 - Demonstrate an understanding of central tendency and range by ▪ determining the measures of central tendency (mean, median, mode) and range ▪ determining the most appropriate measures of central tendency to report findings
	SP2 - Determine the effect on the mean, median, and mode when an outlier is included in a data set.
June	Instructional review Independent review

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I have read the Mathematics 5-8 course outline and am familiar with classroom expectations and course requirements.

Date: _____

Student's Name: _____

Parent Name: _____

Parent Signature: _____

Reachable phone number or E-mail Address: _____

Comments or Questions:

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Course Schedule:
We will be following the mRLC program as part of this course. As a result, we will be using the pacing guide to determine our schedule.

Grade 6 Pacing Guide with Outcomes Listed

Month	Specific Curriculum Outcomes
September	Bridging from grade 5 content
	N1 - Demonstrate an understanding of place value for numbers • greater than one million • less than one thousandth
	N7 - Demonstrate an understanding of integers, concretely, pictorially, and symbolically.
October	N4 - Relate improper fractions to mixed numbers.
	N5 - Demonstrate an understanding of ratio, concretely, pictorially, and symbolically.
	N6 - Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially, and symbolically
November	N3 - Demonstrate an understanding of factors and multiples by • determining multiples and factors of numbers less than 100 • identifying prime and composite numbers • solving problems involving factors or multiples
	N8 - Demonstrate an understanding of multiplication and division of decimals (involving 1-digit whole-number multipliers, 1-digit natural number divisors, and multipliers and divisors that are multiples of 10), concretely, pictorially, and symbolically, by • using personal strategies • using the standard algorithms • using estimation • solving problems
December	SS1 - Demonstrate an understanding of angles by • identifying examples of angles in the environment • classifying angles according to their measure • estimating the measure of angles using 45°, 90°, and 180° as reference angles • determining angle measures in degrees • drawing and labelling angles when the measure is specified
	SS3 - Develop and apply a formula for determining the • perimeter of polygons • area of rectangles • volume of right rectangular prisms
	SS5 - Describe and compare the sides and angles of regular and irregular polygons
January	PR1 - Demonstrate an understanding of the relationships within tables of values to solve problems
	PR2 - Represent and describe patterns and relationships using graphs and tables.
	SP1 - Create, label, and interpret line graphs to draw conclusions.
February	N2 - Solve problems involving large numbers, using technology.
	PR3 - Represent generalizations arising from number relationships using equations with letter variables
	PR4 - Demonstrate and explain the meaning of preservation of equality, concretely, pictorially, and symbolically
March	N9 - Explain and apply the order of operations, excluding exponents (limited to whole numbers).
	SS2 - Demonstrate that the sum of interior angles is • 180° in a triangle • 360° in a quadrilateral
	SS4 - Construct and compare triangles, including • scalene • isosceles • equilateral • right • obtuse • acute in different orientations.
April	SP2 - Select, justify, and use appropriate methods of collecting data, including • questionnaires • experiments • databases • electronic media
	SP3 - Graph collected data and analyze the graph to solve problems.
	SP4 - Demonstrate an understanding of probability by • identifying all possible outcomes of a probability experiment • differentiating between experimental and theoretical probability • determining the theoretical probability of outcomes in a probability experiment • determining the experimental probability of outcomes in a probability experiment • comparing experimental results with the theoretical probability for an experiment
May	SS6 - Perform a combination of transformations (translations, rotations, or reflections) on a single 2-D shape, and draw and describe the image.
	SS7 - Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations
	SS8 - Identify and plot points in the first quadrant of a Cartesian plane using whole-number ordered pairs

March	N9 - Explain and apply the order of operations, excluding exponents (limited to whole numbers). SS2 - Demonstrate that the sum of interior angles is • 180° in a triangle • 360° in a quadrilateral SS4 - Construct and compare triangles, including • scalene • isosceles • equilateral • right • obtuse • acute in different orientations.
April	SP2 - Select, justify, and use appropriate methods of collecting data, including • questionnaires • experiments • databases • electronic media SP3 - Graph collected data and analyze the graph to solve problems. SP4 - Demonstrate an understanding of probability by • identifying all possible outcomes of a probability experiment • differentiating between experimental and theoretical probability • determining the theoretical probability of outcomes in a probability experiment • determining the experimental probability of outcomes in a probability experiment • comparing experimental results with the theoretical probability for an experiment
May	SS6 - Perform a combination of transformations (translations, rotations, or reflections) on a single 2-D shape, and draw and describe the image. SS7 - Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations. SS8 - Identify and plot points in the first quadrant of a Cartesian plane using whole-number ordered pairs. SS9 - Perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole-number vertices)
June	Consolidation of learning Instructional review Fluid small group instruction

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I have read the Mathematics 5-8 course outline and am familiar with classroom expectations and course requirements.
Date: _____
Student's Name: _____
Parent Name: _____
Parent Signature: _____
Reachable phone number or E-mail Address: _____
Comments or Questions:
_____

Course Schedule:
We will be following the mRLC program as part of this course. As a result, we will be using the pacing guide to determine our schedule.

Grade 5 Pacing Guide with Outcomes Listed

Month	Specific Curriculum Outcomes
September	Bridging from grade 4 content
	N1 - Represent and describe whole numbers to 1 000 000
	N3* - Apply mental math strategies to determine multiplication and related division facts to 81 (9 x 9).
October	N8 - Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically
	N10 - Compare and order decimals (tenths, hundredths, thousandths) by using • benchmarks • equivalent decimals • place value
November	**N7 - Demonstrate an understanding of fractions by using concrete and pictorial representations to** **• create sets of equivalent fractions** **• compare fractions with like and unlike denominators**
	N9 - Relate decimals to fractions (tenths, hundredths, thousandths).
	N11 - Demonstrate an understanding of addition and subtraction of decimals (to thousandths), concretely, pictorially, and symbolically, by • using personal strategies • using estimation • using the standard algorithms • solving problems
December	**N2 - Apply estimation strategies, including** **• front-end rounding** **• compensation** **• compatible numbers** **in problem-solving contexts.**
	PR2 - Solve problems involving single-variable (expressed as symbols or letters), one-step equations with whole-number coefficients, and whole-number solutions.
January	N4 - Apply mental mathematics strategies for multiplication, such as • annexing then adding zeros • using the distributive property • halving and doubling
	N5 - Demonstrate an understanding of multiplication (1- and 2-digit multipliers and up to 4-digit multiplicands), concretely, pictorially, and symbolically, by **• using personal strategies** **• using the standard algorithm** **• estimating products** **to solve problems.**
	N6 - Demonstrate an understanding of division (1- and 2-digit divisors and up to 4-digit dividends), concretely, pictorially, and symbolically, and interpret remainders by **• using personal strategies** **• using the standard algorithm** **• estimating quotients** **to solve problems.**
February	SS2 - Demonstrate an understanding of measuring length (mm) by • *selecting and justifying referents for the unit mm* • *modelling and describing the relationship between mm and cm units, and between mm and m units*
	SS1 - Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.
March	PR1 - Determine the pattern rule to make predictions about subsequent elements
	SP1 - Differentiate between first-hand and second-hand data
	SP2 - Construct and interpret double bar graphs to draw conclusions.
April	SS3 - Demonstrate an understanding of volume by • selecting and justifying referents for the units cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • estimating volume by using referents for cm^3 or m^3 • constructing rectangular prisms for a given volume
	SS4 - Demonstrate an understanding of capacity by • describing the relationship between mL and L • estimating capacity by using referents for mL or L • selecting and justifying referents for the units mL or L • measuring and recording capacity (mL or L)
	SS5 - Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes, that are • *parallel* • *perpendicular* • *horizontal* • *intersecting* • *vertical*
	SS6 - Identify and sort quadrilaterals, including • rectangles • trapezoids • rhombuses • squares • parallelograms according to their attributes
May	SS7 - Perform a single transformation (translation, rotation, or reflection) of a 2-D shape, and draw and describe the image.
	SS8 - Identify a single transformation (translation, rotation, or reflection) of 2-D shapes.
	SP3 - Describe the likelihood of a single outcome occurring, using words such as • impossible • certain • possible
	SP4 - Compare the likelihood of two possible outcomes occurring, using words such as • less likely • more likely • equally likely
June	Consolidation of learning Independent review Fluid small group instruction

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I have read the Mathematics 5-8 course outline and am familiar with classroom expectations and course requirements.

Date: _____

Student's Name: _____

Parent Name: _____

Parent Signature: _____

Reachable phone number or E-mail Address: _____

Comments or Questions:

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