Grade 5 Language Arts

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 units (listed below). Also, include the components of spelling, grammar, vocabulary and handwriting.

YEAR VIEW

**September:** Friendship/Bullying/Grammar: students will participate in activities to teach them how to be a good friend.

Assessments: activities, journals, games, worksheets

**October:** Activities, journal writing, class novel study

Assessments: Reading responses (comprehension questions), projects, art, discussions

**November:** Oral presentations/Grammar

Assessments: Oral power point presentations, worksheets.

**December:** Individual novel study with different assignments revolving around their novel of choice.

Assessments: Reading responses, summaries, journals, literature circle

**January:** Different writing pieces: letters, stories, dialogue, articles, drama, poetry etc.

Assessments: Reponses, writing a writing piece

**February:** Class novel study

Assessments: Comprehension questions, quizzes, project

**March:** Oral presentations – students will practice their oral presentation skills by providing a skit or a presentation on a topic to the class.

Assessments: presentations on different topics of choice.

**April:** Persuasive writing/Grammar- students will learn to write a persuasive essay to convince the reader to believe their strong opinion on a certain topic.

Assessment: rough and good draft of a persuasive writing piece, worksheets

**May:** Advertising: students will make different types of advertising (brochures, commercials, etc.)

**June:** Class novel study – students will do writing pieces or projects to show their understanding of the novels they have chosen.

Assessments: Reading responses, projects, choice assignments

**Methods of evaluation:** rubrics, quizzes, comprehension questions, projects, review questions, journals, writing pieces, checklists, self‐evaluations, etc.

**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 (good understanding and application of concepts and skills)

2 = 60% - 69% proficiency (basic understanding and application of concepts and skills)

1 = 50% - 59% proficiency (limited 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.

\*\*\*This plan may be subject to change.\*\*\*

**Grade 5 Math**

**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

**September:** Numbers/Multiplication and Division N1,N3

**October:**Decimal Numbers N8, N10

**November:** Fractions and Decimal Numbers N7, N9, N11

**December:** Variables and Equations N2, PR2

**January:** Multiplications and Divisions N4, N5, N6

**February:** Measuring SS2, SS1

**March:** Patterns and Relations/Statistics PR1, SP1, SP2

**April:** Measuring/Geometry SS3, SS4, SS5, SS6

**May:** Transformations/Probability SS7, SS8, SP3, SP4

**June:** Probability/Review

**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 (good understanding and application of concepts and skills)

**2**  = 60% - 69% proficiency (basic understanding and application of concepts and skills)

**1**  = 50% - 59% proficiency (limited 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)

**Methods of assessment:** students will be assessed on daily work done in our math activity book, questions done in our math textbook, and tests after every unit.

\*\*\*This plan may be subject to change.\*\*\*

**Grade 5 Science**

**Overview**

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

**September‐November**

Cluster 1: Maintaining a Healthy Body

**December‐February**

Cluster 3: Forces and Simple Machines

**March‐April**

Cluster 2: Properties of and Changes in Substances

**May‐June**

Cluster 4: Weather

**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 (good understanding and application of concepts and skills)

2 = 60% - 69% proficiency (basic understanding and application of concepts and skills)

1 = 50% - 59% proficiency (limited 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.

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**Grade 5 Social Studies**

**OVERVIEW**

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

**September/October**

Cluster 1: First Peoples

**November-January**

Cluster 2: Early Europeans (1600-1763)

**February-March**

Cluster 3: Fur Trade

**April-June**

Cluster 4: From British Colony to Confederation (1763-1867)

**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 (good understanding and application of concepts and skills)

2 = 60% - 69% proficiency (basic understanding and application of concepts and skills)

1 = 50% - 59% proficiency (limited understanding and application of concepts and skills)

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*(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.

\*\*\*This plan may be subject to change.\*\*\*