



Term II Outline - Grade 5

<p>Language Ms. James</p>	<p>Literature Study - Wonder</p> <p>RJ Palacio’s book Wonder features August (“Auggie”), a young boy born with severe facial abnormalities who, at the age of 10 began attending grade 5 at a New York private school. Throughout the unit, students will draw upon the novel to focus on several areas of language including grammar, spelling, vocabulary, creative writing and reading comprehension. Additionally, students will participate in various activities that involve response journals, characterization, elements of a story, oral reading, projects and assessment.</p> <p>Article of the week</p> <p>Students will enhance their reading fluency and comprehension by reading non-fiction Canadian news stories provided by The Canadian Reader and What in the World. They will be exposed to a variety of articles of current events and will be asked to analyse and discuss topics that impact themselves and their community. Before reading, students will be asked to discuss and make inferences based on the articles title and pictures. During reading, students will be encouraged to mark important information as they read (i.e., highlight, underline, etc...). After reading, students will independently answer questions to check comprehension which will be followed by class discussion.</p> <p>PBL</p> <p>This term will focus on incorporating project based learning into the literacy program to maximize student development,</p>
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	<p>communication and performance. Students will have opportunities to identify, investigate and discuss various real-world problems and address those problems by coming up with possible solutions. These cross-curricular units will allow students to build on important 21st skills including, critical thinking, problem solving, communication and more. Some areas of focus may include, the impact of forces acting on structures or the impact of forces caused by natural phenomena.</p> <p>Creative Writing</p> <p>Students will continue their learning of the different parts of speech and grammatical concepts. The focus this year in grammar will be to strengthen student understanding in the following areas: parts of speech, parts of the sentence and punctuation.</p>
<p>Grammar Ms. James</p>	<p>Students will use their Spectrum Language Arts workbook to continue their learning of the different parts of speech and grammatical concepts. The focus this year in grammar will be to strengthen student understanding in the following areas: parts of speech, parts of the sentence and punctuation.</p>
<p>Spelling Ms. James</p>	<p>New vocabulary is derived from the language units and enriched with the Spectrum Language Arts workbook so students have a context in which to learn new words. Students will learn how to spell new words, identify word meanings and the part of speech the word belongs to.</p>
<p>Mathematics Ms. James</p>	<p>This year students will be working from the Saxon Math program and supplemented with lessons and activities from the Jump Math program. In addition to these programs, students will be provided with various opportunities to deepen their understanding of concepts through other enriched activities including independent math centres, escape rooms focused on mathematical problem solving and computer games.</p> <p>Saxon Math is a unique program in that it scaffolds instructions of concepts and continues to review those concepts throughout the year. This process allows students to gain a deeper understanding of the information being taught and retain information.</p>

	<p>Specific areas of focus throughout the year will include even and odd numbers, multiplying factors, division with and without remainders, measuring time, short division, measuring lengths, probability, exponents and square roots, reducing fractions, ratios, rounding mixed numbers, tessellations, etc...</p> <p>Throughout the year, students will be assessed both formally and informally and will further be graded on the completion of their daily homework.</p>
<p>Social Studies Ms. James</p>	<p><i>Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada</i></p> <p>This term will focus on the inquiry process as students explore and investigate the characteristics of various Indigenous nations and European settler communities prior to 1713. Students will investigate various perspectives, relationships and interactions between these communities as well as their impact. Additionally, they will research and identify how historical events during this time have had an impact on present-day Canada.</p>
<p>Science Ms. James</p>	<p><i>Forces Acting on Structures and Mechanisms</i></p> <p>In this unit, students will be introduced to structures and mechanisms and identify the different forces that act on and within them. There will be various opportunities for students to design, build and investigate different structures within the classroom. Additionally, students will research and examine the effects of forces resulting from natural phenomena (tornados, volcanic eruptions, earthquakes, tsunamis, etc...) and how these impact society and the environment. This unit will allow students to build on their communication, cooperation, critical thinking, problem solving and creativity skills.</p> <p><i>Conservation of Energy</i></p> <p>In this unit, students will develop an understanding of the importance of Energy conservation. More specifically, they will be introduced to the different forms of energy and identify</p>

	<p>between renewable and non-renewable sources. Additionally, students will recognize how our choices about using energy and resources have immediate and long-term effects. Students will be given opportunities to design, construct and operate different devices and investigate how energy is transferred from one device to another. Students will be given opportunities to build on 21st century skills including creativity, cooperation, collaboration, problem-solving and critical thinking.</p>
<p>Visual Art Mrs. Adamson</p>	<p>Throughout this term students will learn a variety of techniques. We will focus on a specific artist that encapsulates the genre and create a piece of influenced by that specific artist. This term will focus on:</p> <p>Cubism - Pablo Picasso. Students will be assessed on technique and proper use of media.</p> <p>Artist of Choice - Students will have the opportunity to pick an artist as a whole class to focus on.</p>
<p>Physical Education (Mr. Fretz)</p>	<p>In term two physical education, students will further develop movement skills and through the participation in a variety of games and sports. Students will continue to use leadership and teamwork skills developed in first term to complete and take part in term two physical education activities.</p> <p>Students will continue to use the fundamental movement skills identified in term one to take part in organized games and sports. Students will develop volleyball, track and field, basketball, ball hockey, badminton and softball skills.</p>
<p>Music (Mr. Kudera)</p>	<ul style="list-style-type: none"> ● instrumental music continues ● understanding tones, semitones, and whole tones ● melodic and harmonic intervals ● reading and writing major scales ● exploring the origins of and comparing different genres of music
<p>Health & People Skills (Mr. Fretz)</p>	<p>In term two, grade 5 students will learn about the short and long-term effects of alcohol use and explore refusal skills and decision making in relation to drugs and alcohol in the Substance</p>

	<p>Use unit. Students will also take part in the final Human Development & Sexual Health unit, in which students will learn about the reproductive system, menstruation as well as the emotional and interpersonal stresses related to puberty.</p>
<p>French (Mlle. Israil)</p>	<p>The French program in grade 5 will continue to build upon previous skills while introducing new age appropriate skills. Students will review the conjugations of regular “IR” and irregular verbs in the present tense. The near future will be reviewed this term as well. Students will also be introduced to “les adjectif possessifs” and pronouns and the agreements of adjectives. Reading, writing and oral skills will be reinforced with thematic vocabulary including holidays & celebrations, health and school. These skills will be reinforced throughout the school year.</p>
<p>Drama (Ms. Murphy)</p>	<p>Throughout the second term students will engage in dramatic games, improvisation and monologues. They will be reading scripts as well as writing and presenting those scripts. Students will work on the Shakespeare play of Julius Caesar. The students will have an opportunity to revisit the play through a humorous lense and have a background understanding of Shakespeare himself and the play. Students will conclude the term with a dramatic reflection of the content learned throughout the term.</p>
<p>Computers (Mr. Kudera)</p>	<p>Unit 1: Internet Safety and Computer Lab Procedures</p> <ul style="list-style-type: none"> ● navigating safely on the internet ● keyboarding skills (this will continue throughout the entire year) ● securing passwords ● logging into various accounts including personal folders on our local network <p>Unit 2: Google Suite (part I)</p> <ul style="list-style-type: none"> ● creating tables and embedding graphics in Docs ● creating and presenting presentations using Slides and a remote presentation tools