

Grade 5 Ms. Carpenter Long Range Plans 2011-2012

Subject Area	Reporting Term: 1	Reporting Term: 2
Language: Writing	<p>Writing Forms: Explanatory and Narrative Word Study: use of dictionary, thesaurus, commonly misspelled words, root words, intro to word wall. Parts of Speech: nouns, pronoun, and verbs Style and Structure: Writing workshop- developing ideas (power writing), journal responses, letter writing, growing sentences, developing and organizing paragraphs, dialogue and elements of scripts/ skits Writing Process: pre-writing, drafting, proofreading (6+1 Traits: developing ideas, organization, conventions).</p>	<p>Writing Forms: Descriptive Word Study: solving unknown words, content words, prefix-suffixes Parts of Speech: adverbs, adjectives, conjunctions Style and Structure- Writing Workshop: sentence fluency, point of view, short stories, summaries, dot jots/note taking, supporting information in non-fiction text/research, bibliography, poetry, cursive. Writing Process: editing, revising, publishing (6+1 Traits: voice, word choice, sentence fluency, presentation)</p>
Language: Reading	<p>DRA and levelled texts. Introduction to Reader's Workshop: read aloud, choral and shared reading,. DEAR, reading records, reading from different genres, just right books, reading responses (A.P.E.), determining important ideas/events in fiction texts, introduction to use of text features in non-fiction texts, and Guided Reading Introduction to Readers theatre. Reading Comprehension Strategies: purpose for reading/activating prior knowledge, predicting visualizing, and questioning Texts and Genres: non-fiction texts: table contents, simple headings, glossary, dictionary, thesaurus, atlas. Informational Texts (reports, essays, graphic and media texts) including Literacy in Action, textbooks, online databases</p>	<p>DRA Readers Workshop: independent reading, DEAR, Reading Responses, Extending and supporting responses, opinions/ideas with proof from text, summarizing, reading for research in non-fiction texts (use of text features, note taking, research, finding important and supporting facts in texts), and Guided Reading. Guided and Independent Literacy Circle Roles and Readers theatre. Reading Comprehension Strategies: drawing inferences, finding important information, connections, summarizing/synthesizing, and evaluating Texts and Genres: fiction and short stories, including Literacy in Action (Understanding elements of stories- character, setting, BME, plot) -Realistic Fiction, and Poetry</p>
Language: Oral and Visual Communications	<p>Cooperative group skills and effective listening and speaking strategies including clarity, coherence, vocal skills(pace/volume) -use of simple visual aids.</p>	<p>Communicating Skills-appropriate language, vocal skills, use of voice, body language, and organization to enhance message- Emphasis on book talks, presentations. Use of visual aids to enhance presentations.</p>
Language: Media Literacy	<p>Show an understanding of different types of media texts (i.e. magazine, newspaper, TV.) and techniques-how they are used to create meaning. Introduction to creating a variety of media texts for different purposes. Begin to Identify their strengths and weaknesses in creating media texts.</p>	<p>Evaluating points of view and perspectives in media texts-various media forms, and creating a variety of media texts for different purposes. Identify their strengths and weaknesses in creating media texts.</p>
Math	<p>Number Sense: Multiply 3 digit numbers by 1-digit, understand place value in numbers from 0.01 to 100 000, expanded, written form, comparing numbers to 10 000, multiplication/ division.</p>	<p>Number Sense: develop an understanding of hundredths, addition and subtraction of decimal numbers to hundredths, representing money amounts to \$1000. Number Sense: compare and order fractions, demonstrate and explain equivalent relationship between fractions and decimals.</p>
	<p>Patterning and Algebra: create, identify, and extend numeric and geometric patterns; determine growing, shrinking, and repeating patterns.</p>	<p>Patterning and Algebra: demonstrate understanding of variables in equations</p>

	Geometry: identify and classify polygons according to their properties; identify, measure and construct angles and triangles; construct prisms and pyramids from nets.	Geometry: location of objects using cardinal direction and translate shapes.
	Measurement: telling time to the nearest second, elapsed time, measure and record temperatures.	Measurement: measure length, width, distance and perimeter; determine area of rectangles; measure mass, capacity and volume.
	Data Management: collecting, organizing, drawing conclusions from data, creating and analyzing surveys, calculate mean for set of data, compare two sets of data.	Data Management and Probability: determine and represent all possible outcomes of simple probability experiments; represent, using fractions, the probability of an outcome.
Science and Technology	Understanding Life Systems: Human Organ Systems Understanding Matter and Energy: Properties of and Changes in Matter	Understanding Structures and Mechanisms: Forces Acting on Structures and Mechanisms; Understanding Earth and Space Stems: Conservation of Energy and Resources
Social Studies	Canada and World Connections- Aspects of Citizenship and Government in Canada	Canada and World Connections- -map, globe and graphic skills. Heritage and Citizenship- Ancient Civilizations
Health	Healthy Living: Healthy Eating Introduction to Substance Use, Addictions, and Related Behaviours	Substance Use, Addictions, and Related Behaviours identifying the effects of smoking & decision making skills continued Growth and Development: describe physical, emotional, and interpersonal changes associated with puberty
Physical Education	Active Participation: fair play, participate regularly, safety. Cross Country running, Cooperative Games, Fitness/Q.D.F., goal setting Fitness and Cooperative Games (volleyball) and Q.D.F.	Fitness and Cooperative Games continued (basketball) and Q.D.F. Active Participation: fair play, participate regularly, safety. Fitness, Track and Field, Q.D.F.
Visual Arts	Elements of Design (Colour, Line, Texture) Introduction to Elements of Design (Shape, Form, Space) and Perspective	Elements of Design (Shape, Form, Space) and Perspective continued Interpretation and Elements of design used by artists.
Drama and Dance	Identify the principles of variety and unity in drama and dance - Create dance pieces using a variety of techniques. Introduction to use of appropriate language, tone, gestures and body movements when speaking in role in a drama.	Use appropriate language, tone, gestures and body movements when speaking in role in a drama continued. Awareness of audience when writing in role. Interpret and communicate the meaning of stories/poems and other materials using a variety of drama and dance techniques.
Information Technology	Word Processing/Keyboarding, Communication on-line (CHATT) Introduction to Accessing information electronically, displaying data (graphing, geometry).	Accessing information electronically, displaying data (graphing, geometry) continued. Refine research skills using electronic sources, media project.



Grade 5 Core French Long Range Plans



Mme. Snyder

Introduction	Students will review vocabulary from grade 4. They will complete a "placemat" activity all about themselves and their interests and will present it to the class.	September
Acti-vie – et maintenant... la meteo	Students will learn about different types of weather for each season. They will learn about clothing and what is required for different weather conditions. In addition, they will be exposed to the imperative (e.g., portez + clothing) and create weather reports.	October - December
L'halloween	Students will be exposed to vocabulary and complete some activities related to halloween.	October
Galaxie Reader	Students will be exploring and implementing various reading strategies while reading a new text along with learning new vocabulary.	December - January
Acti-vie -Logo – animaux	In this unit, students will be building on their knowledge of animals from grade 4. They will complete a survey about their favourite animal and learn and review several adjectives to describe different animals. For the tache finale students will be creating a class logo.	February - March
Acti –vie – Bienvenue chez nous	Students will be learning about all the different parts of the city along with how to ask questions and give directions. They will learn about different individuals in their community and about their occupations along with different activities that take place in communities.	April -May
Acti-vie – vive l'aimite	Students will learn how to describe people's physical characteristics, personality traits and talents. In addition, students will learn about past times and several activities that use the verb faire.	June

**Curriculum Map – Grade 5 Music
Eastview P.S. 2011-2012**

TERM ONE	TERM TWO
Elements	Elements
<p><u>DURATION:</u> Review all rhythms, Tam-Ti <u>PITCH:</u> recognizing key signatures and playing in 1 sharp, flat <u>TIMBRE:</u> tone colour used for particular purposes <u>FORM:</u> Rondo <u>TEXTURE:</u> part singing/playing (homophonic, polyphonic)</p>	<p><u>DURATION:</u> 6/8 metre, Tim-ka <u>PITCH:</u> major/minor, key signatures (D major, G minor) <u>DYNAMICS:</u> as encountered in music listened to, sung, played <u>ARTICULATION:</u> as encountered in music listened to, played, sung <u>TIMBRE:</u> various instruments used to create mood <u>TEXTURE:</u> part singing/playing continued, chords 1 and V introduced</p>
Creating and Performing	Creating and Performing
<ul style="list-style-type: none"> - sing/play in tune unison and 2 part music - applying/using elements (new rhythms/key signatures) - apply all elements from the term in a variety of compositions - use correct/standard musical notation for melodic/rhythmic compositions 	<ul style="list-style-type: none"> - rhythmic compositions using 6/8 metre, new rhythms, dynamics, etc. - use correct/standard musical notation for melodic/rhythmic compositions
Reflecting and Responding	Reflecting and Responding
<ul style="list-style-type: none"> - express detailed personal responses to music (graphic organizers) - self assessment – identify won strengths and areas for improvement 	<ul style="list-style-type: none"> - identify elements used for different purposes in music we hear/perform/create (creating mood) - self assessment – identify won strengths and areas for improvement
Forms and Cultural Context	Forms and Cultural Context
<ul style="list-style-type: none"> - demonstrate and awareness of use of music and instruments in various traditions from early times to today (for example: drum in aboriginal cultures in ceremonial music) 	<ul style="list-style-type: none"> - identify key influences of music in our culture (ie. Use in film/advertising, trends, styles, genres)