

**Mr. Oliver's Grade 5 Long Range Plans: Eastview – 2011-2012**

**Math:**

<b>TERM 1</b>	<p>-Number Patterns                      -Whole Numbers (begin the year with Unit 2 and then go back to unit 1)                      -Geometry                      -Decimals *Rich Task: Number Books &amp; Earth/Water– pg. 46 (Effective Guide)                      -Data Management *Rich Task: Daily Physical Activity – pg.68 (Effective Guide)                      -Measurement *Rich Task: All Aboard! – pg. 224 (Gr. 5 Math Makes Sense)</p>
<b>TERM 2</b>	<p>-Transformational Geometry *Rich Task: Location: City Treasure Hunt – pg. 156 (Ministry Effective Guide)                      -Fractions and Decimals                      -Length, Perimeter, and Area                      -Patterns in Number and Geometry                      -Probability</p>

**Language:**

<b>TERM 1</b>	<p align="center"><b>WRITING</b></p> <p><b>Writing Forms: Explanatory and Narrative</b>  <b>Word Study:</b> use of dictionary, thesaurus, commonly misspelled words, root words, intro to word wall.  <b>Parts of Speech:</b> nouns, pronoun, and verbs  <b>Style and Structure: Writing workshop-</b> developing ideas (power writing), journal responses , letter writing, growing sentences, developing and organizing paragraphs, dialogue and elements of scripts/ skits  <b>Writing Process:</b> pre-writing, drafting, and proofreading (6+1 Traits: developing ideas, organization, conventions).</p> <p align="center"><b>READING</b></p> <p><b>Introduction to Reader’s Workshop:</b> read aloud (Hardy Boys), choral and shared reading,. DEAR, reading from different genres, reading responses, determining important ideas/events in fiction texts, introduction to use of text features in non-fiction texts, and Guided Reading  <b>Introduction to Readers theatre.</b>  <b>Reading Comprehension Strategies:</b> purpose for reading/activating prior knowledge, predicting visualizing, and questioning  <b>Texts and Genres:</b> 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>
<b>TERM 2</b>	<p align="center"><b>WRITING</b></p> <p><b>Writing Forms:</b> Descriptive and TBD  <b>Word Study:</b> solving unknown words, content words, prefix-suffixes  <b>Parts of Speech:</b> adverbs, adjectives, conjunctions  <b>Style and Structure- Writing Workshop:</b> sentence fluency, point of view, short stories, summaries, dot jots/note taking, supporting information in non-fiction text/research, bibliography, poetry, cursive.  <b>Writing Process:</b> editing, revising, publishing (6+1 Traits: voice, word choice, sentence fluency, presentation)</p> <p align="center"><b>READING</b></p> <p><b>Readers Workshop:</b> Read aloud (Frindle), 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.  <b>Guided and Independent Literacy Circle Roles and Readers theatre.</b>  <b>Reading Comprehension Strategies:</b> drawing inferences, finding important information, connections, summarizing/synthesizing, and evaluating  <b>Texts and Genres:</b> fiction and short stories, including Literacy in Action (Understanding elements of stories- character, setting, plot)                      -Realistic Fiction, and Poetry</p> <p align="center"><b>Independent Novel Study - Rich Task</b></p>

	<p>Students read one of the novels listed above and then summarize main ideas, identify main character, plot, etc. *Project to take the form of a sandwich book report (theme: hungry for good books). Students to present their book report for an oral communication mark.</p> <p>Sandwich Book Report (<i>outlines for each sandwich layer will be provided in class</i>).</p>
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**Social Studies:**

<b>TERM 1</b>	<b><u>ASPECTS OF CITIZENSHIP AND GOVERNMENT IN CANADA</u></b>
	<ol style="list-style-type: none"> <li>1. Summarize the structures, functions and interactions of the federal, provincial/ territorial and municipal governments (legislative, judicial and executive).</li> <li>2. Analyze information about the rights and responsibilities of citizens in Canada (e.g. participating in the electoral process...participate in electoral process, vote, charter of rights and freedoms)</li> <li>3. Describe significant Canadian symbols, ceremonies, buildings and political figures.</li> <li>4. Demonstrate the process of electing governments in Canada.</li> <li>5. Describe how the 3 levels of government play a role in their personal life and society. (e.g., examine the "Ice Storm" in Quebec from 1998 AND describe the immigration process).</li> </ol> <p><b>Culminating Assessment Task:</b> A Crisis: Three levels of government working together. Unit Tests</p>
<b>TERM 2</b>	<b><u>EARLY CIVILIAZATIONS</u></b>
	<ol style="list-style-type: none"> <li>1. Compare how early civilizations interacted with the natural environment.</li> <li>2. Compare how early civilizations met their: <ul style="list-style-type: none"> <li>- Physical needs (food, clothing, shelter, etc.)</li> <li>- Social needs (communication /language entertainment, government, social structure)</li> <li>- Values and beliefs (religion, social structure, government)</li> </ul> </li> <li>3. Investigate the government processes, technological and scientific achievements (innovations) of early civilizations and how they influence modern society (arts, science, technology, language, math, etc.).</li> </ol> <p><b>Culminating Assessment Task:</b> As a culminating activity, students will use their learning to create an ancient "marketplace through time and space," where members of these civilizations will come together to learn from one another.</p>

**Science:**

<b>With Mr. Laretei</b>	<b><i>UNDERSTANDING LIFE SYSTEMS: HUMAN ORGAN SYSTEMS</i></b>
	<b><u>BIG IDEAS</u></b>
	<p>Organ systems are components of a larger system (the body) and, as such, work together and affect one another. (<b><i>Overall expectations 2 and 3</i></b>)</p> <p>Organ structures are linked to their functions. (<b><i>Overall expectations 2 and 3</i></b>)</p> <p>Systems in the human body work together to meet basic needs. (<b><i>Overall expectations 2 &amp; 3</i></b>)</p> <p>Choices we make affect our organ systems and, in turn, our overall health. (<b><i>Overall expectations 1 &amp; 3</i></b>)</p>
<b>With Mr. Laretei</b>	<b><i>PROPERTIES OF AND CHANGES IN MATTER</i></b>
	<b><u>BIG IDEAS</u></b>
	<p>There are three states of matter. (<b><i>Overall expectations 2 and 3</i></b>)</p> <p>Matter that changes state is still the same matter. (<b><i>Overall expectations 2 and 3</i></b>)</p>

	<p>Physical change refers to the fact that a substance can be changed from one form to another. <b>(Overall expectations 2 and 3)</b></p> <p>Chemical change implies the formation of a new substance. <b>(Overall expectations 2 and 3)</b></p> <p>The properties of materials determine their use and may have an effect on society and the environment. <b>(Overall expectation 1)</b></p>
<b>With Mr. Laretei</b>	<b>CONSERVATION OF ENERGY AND RESOURCES</b>
	<p style="text-align: center;"><b><u>BIG IDEAS</u></b></p> <p>Energy sources are either renewable or non-renewable. <b>(Overall expectation 3)</b></p> <p>Energy can neither be created nor destroyed, but it can be transformed. <b>(Overall expectations 2 and 3)</b></p> <p>Choices about using energy and resources have both immediate and long-term impacts. <b>(Overall expectation 1)</b></p> <p>Conservation (reducing our use of energy and resources) is one way of reducing the impacts of using energy and resources. <b>(Overall expectation 1)</b></p>
<b>With Mr. Laretei</b>	<b>FORCES ACTING ON STRUCTURES AND MECHANISMS</b>
	<p style="text-align: center;"><b><u>BIG IDEAS</u></b></p> <p>Structures and mechanisms throughout our environment have forces that act on and within them. <b>(Overall expectations 1 and 3)</b></p> <p>We can measure forces in order to determine how they affect structures and mechanisms. This information can be used to guide the design of new structures and mechanisms. <b>(Overall expectations 1 and 2)</b></p> <p>Forces that result from natural phenomena have an effect on society and the environment. <b>(Overall expectations 1 and 3)</b></p>

**Visual Art:**

	<p>EXPRESSIVE PORTRAITS</p> <p>Rich Task – Create an expressive portrait that conveys two contrasting emotions. Created using a range of shades/tints and two complementary colours.</p>
	<p>LANDSCAPES</p> <p>Rich Task – Create a three-dimensional landscape in the style of Ted Harrison.</p>
	<p>ESCHER PATTERNS</p> <p>Rich Task – Create repeating pattern art display (tie into math). *Use Smart Board to introduce Escher and his work.</p>

**Drama:**

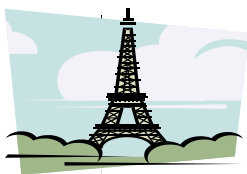
	<p>Drama games Group skits Reader's Theatre Tableaux Role Playing (drama with powerful messages):</p> <p style="padding-left: 40px;">a. Always last (choosing teams for games)</p>
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	<ul style="list-style-type: none"> <li>b. Just one? (experimenting with cigarettes)</li> <li>c. Where do you shop? A thrift store? (judging on appearance)</li> <li>d. Not invited (not being invited to a party)</li> <li>e. Pet persuasion (wanting a pet)</li> </ul>
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**Health and Phys-Ed:**

<b>TERM 1</b>	<p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>• Analyze information that has an impact on <b>healthy eating practices</b> (e.g., food labels, food guides, care-of-teeth brochures);</li> </ul> <p><b><u>Fundamental Movement</u></b></p> <ul style="list-style-type: none"> <li>• Cross country</li> <li>• Volleyball</li> </ul>
<b>TERM 2</b>	<p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>• Apply strategies to deal with threats to <b>personal safety</b> (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);</li> <li>• Identify the influences (e.g., the media, peers, family) affecting <b>alcohol use</b>, as well as the effects and legalities of, and healthy alternatives to, alcohol use.</li> </ul> <p><b><u>Fundamental Movement</u></b></p> <ul style="list-style-type: none"> <li>• Elements of Dance</li> <li>• Basketball</li> </ul>
<b>TERM 2</b>	<p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>• Describe physical, emotional, and interpersonal changes associated with <b>puberty</b>;</li> </ul> <p><b><u>Fundamental Movement</u></b></p> <ul style="list-style-type: none"> <li>• Track and Field</li> <li>• Outdoor Movement Games</li> </ul>

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



## 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