

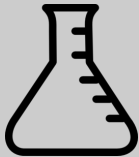









	Language Arts	Math	Science	Music	Social Studies	Visual Art	Drama (term 1) Dance (term 2)	Health & Physical Education	French
									
Term 1	<p><u>Reading</u> DRA – assessment Independent Reading, Guided Reading, Shared Reading Reading Response Letters Read Alouds: Retell, Re- late, Reflect Making Connections, Questioning</p> <p><u>Writing</u> Power Writing, Letter Writing, Journal Writing Narratives, Recounts, Procedural forms of Writing Spelling & Grammar ac- tivities Editing/Revising/ Proof- reading (On-going)</p>	<p><u>Problem Solving—UPSET</u> Understand, Plan, Solve, Examine, Tell <u>Number Sense & Numeration</u> Represent, compare and order whole numbers to 100,000 <u>Patterning & Algebra</u> Growing and Shrinking number patterns <u>Data Management</u> Collect Data: graphing, inter- preting, central tendency <u>Number Sense & Numeration</u> Operations of whole numbers using a variety of mental strat- egies. Multiply decimal numbers by 10, 100, 1000 and divide num- bers by 10 and 100 using men- tal strategies. <u>Measurement</u> Perimeter, Area, Volume, Line- ar Measurement</p>	<p><u>Conservation of Energy</u> - analyse the immediate and long-term effects of energy and resource use on society and the environment, and evalu- ate options for conserving energy and resources; - investigate energy transformation and conservation; - demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be trans- formed and conserved.</p> <p><u>Properties of and Changes In Matter</u> - evaluate the social and environmental impacts of processes used to make eve- ryday products; - conduct investigations that explore the properties of matter and changes in matter; -demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.</p>	<p><u>Big Ideas:</u> Elements of music</p> <p>Exploring a vari- ety of musical genres and styles from the past and pre- sent</p> <p>Creating and performing mu- sic</p>	<p><u>People and Environments:</u> <u>The Role of Government</u> <u>and Responsible Citizen-</u> <u>ship</u></p> <p>Big Idea: To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work</p>	<p><u>Big Ideas:</u> 2- 3 dimensional works of art</p> <p>Elements of Design: Line, Colour, Value, Shape, Form, Space</p> <p>Interpreting art</p>	<p>Drama Term 1 only</p> <p><u>Big Ideas:</u></p> <p>Principles of Drama</p> <p>Interpret and com- municate the meaning of stories, poems, plays using dramatic techniques (Performing)</p> <p>Reflecting on drama works</p>	<p><u>Active Living</u> cooperative games, safety, fitness</p> <p><u>Healthy living</u> nutrition bullying</p> 	<p>There is a new French curric- ulum being implemented this school year across Ontario. The emphasis has changed from both English and French being acceptable languages of communication to having French be the only language of communication in the classroom for both the teach- er and students.</p> <p>The goal of the curriculum is to have all students acquire the skills necessary to eventu- ally speak spontaneously with teachers and peers in the target language.</p>
Term 2	<p><u>Reading</u> Independent Reading, Guided Reading, Shared Reading Read Alouds: Retell, Re- late, Reflect Literature Circles Questioning, Determining Importance, Inferring</p> <p><u>Writing</u> Persuasive Reports, Recounts and Poetry Writing Spelling & Grammar ac- tivities Editing/Revising/ Proof- reading (On-going)</p>	<p><u>Geometry & Spatial Sense</u> Geometric properties and rela- tionships in 2-D shapes and 3- D figures. Transformational Geometry.</p> <p><u>Number Sense & Numeration</u> Represent, compare and order whole numbers to 1000</p> <p><u>Measurement</u> Standard units to measure ca- pacity, mass, area, time</p> <p><u>Probability</u> Use a fraction to represent the probability that an event will occur.</p>	<p><u>Human Organ Systems</u> - analyse the impact of human activities and technological innovations on human health; - investigate the structure and function of the major organs of various human body systems; - demonstrate an understanding of the structure and function of human body systems and interactions within and be- tween systems.</p> <p><u>Forces Acting on Structures and</u> <u>Mechanisms</u> analyse social and environmental im- pacts of forces acting on structures and mechanisms; investigate forces that act on structures and mechanisms; identify forces that act on and within structures and mechanisms, and de- scribe the effects of these forces on structures and mechanisms.</p>	<p><u>Big Ideas:</u> Elements of music</p> <p>Creating and performing mu- sic</p> <p>Reflecting and responding to music</p>	<p><u>Heritage and Identity:</u> <u>First Nations and Europe-</u> <u>ans in New France and</u> <u>Early Canada</u></p> <p>Big Idea: Describe significant fea- tures of and interactions between some of the main communities in Can- ada prior to 1713 with a particular focus on First Nations and New France</p>	<p><u>Big Ideas:</u> 2 & 3 dimensional works of art</p> <p>Elements of Design: Line, Colour, Value, Shape, Form, Space</p> <p>Interpreting art</p>	<p>Dance Term 2 Only</p> <p><u>Big Ideas :</u> Principles of Dance (body, space, time, energy, relationships)</p> <p>Interpret and com- municate the meaning of stories, poems, plays using dance techniques (Performing)</p> <p>Reflecting on dance works</p> 	<p><u>Big Ideas:</u> Active Living (i.e., movement com- petence, track and field)</p> <p>Healthy Living (tobacco, alcohol)</p>	<p>Lessons and activities are specifically taught to students with supporting language structures and vocabulary in order to allow communica- tion in only French.</p> <p>The new French curriculum in Ontario is following the framework that many Euro- pean countries have adapted and have found to be quite successful in making students functionally bilingual. If you have any questions or con- cerns, please contact Mme DeVincenzis at the school.</p>

KCPS CURRICULUM NIGHT - Grade 5

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what the learning skills look like for students in the JUNIOR division (Grades 4—6)

Adapted from: <http://www.yrdsb.ca/Students/MySkills/Pages/Learning-Skills.aspx>

Responsibility: <ul style="list-style-type: none">Do I complete my tasks and homework on time?Do I follow class/school routines without reminders?Do I complete tasks accurately and with care?Do I hand in work on time?Do I take ownership of my words and actions?Am I focused on the classroom work without reminders?Am I in school every day and on-time?	Initiative: <ul style="list-style-type: none">Am I willing to try something/ take risks?Do I ask for extra help from the teacher or peers?Do I put in my BEST effort and follow through?Do I begin work right away?Do I help classmates?Can I use a variety of strategies when solving a problem?
Organization: <ul style="list-style-type: none">Do I use my agenda/blog etc to keep track of Information?Am I prepared for class?Do I use the classroom/on-line resources consistently?Can I follow steps to achieve a goal?Can I keep my personal space organized so I can find things easily?	Self-Regulation: <ul style="list-style-type: none">Do I monitor my own behaviour inside and outside of the classroom?Can I express myself appropriately?Do I make goals, write them down and try to achieve them?Do I ask for help when needed?Can I recognize my strengths and weaknesses?
Independent work: <ul style="list-style-type: none">Do I follow the oral/written instructions given by the teacher without reminders?Do I stay on task during class time?Do I use the learning goals and success criteria posted in class?Do I always submit my BEST work?Do I use classroom resources without prompts?Do I use the feedback provided by the teacher to improve my work?	Collaboration: <ul style="list-style-type: none">Am I respectful of other peoples' opinions and ideas?Do I complete my own share of the work?Am I participating actively in class by asking or answering questions?Can I resolve conflicts positively?Do I work through challenges with an open mind?Do I assume different roles when doing group work, such as leader, encourager and contributor?

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards: Progress Report—Nov, Term 1—Feb , Term 2—June

For Parent guides go to:
<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.

Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.

Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.

Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
KNOWLEDGE & UNDERSTANDING	Demonstrates thorough knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates limited knowledge and understanding of content
THINKING	Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness	Uses planning, processing and critical/creative thinking skills with considerable effectiveness	Uses planning, processing and critical/creative thinking skills with some effectiveness	Uses planning, processing and critical/creative thinking skills with limited effectiveness
COMMUNICATION	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness
APPLICATION	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with limited effectiveness