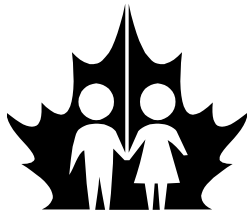

Curriculum Overview

Grade 5

The Grade 5 program further solidifies skills learned in previous years, putting increased emphasis on study skills and work habits. Students are introduced to specific strategies designed to prepare them for more demanding independence and self-reliance expectations in the coming years. This document is an overview of the curriculum to which your child will be exposed. The Maples Curriculum is designed to enhance the Ontario Ministry of Education curriculum expectations.



The Maples

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Visual Arts

Knowledge of Elements

- identify the three pairs of complementary colours (red and green, purple and yellow, blue and orange)
- describe how line may be used to define shapes and forms and to create movement and depth

Creative Work

- produce more complex two- and three-dimensional works of art
- organize art works to create a specific effect, using the elements of design

Critical Thinking

- compare works on a similar theme from various periods and cultures
- identify strengths and areas for improvement in their work and others

Drama and Dance

- demonstrate understanding of some of the principles (e.g., contrast, harmony) involved in the structuring of works in drama and dance
- interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of drama and dance techniques
- create dance pieces using a variety of techniques
- use different forms of available technology to enhance their work in drama and dance

Values

The Values curriculum is a school-wide program with the following components:

Social Skills

The *Working It Out* program is designed to help students develop the knowledge, skills and behaviours needed to address everyday conflicts constructively and peacefully.

Character Education

"Values Character Development"

- Appreciating Yourself
- Asking For Help
- Being Friends
- Being Responsible
- Cooperation

Service Project

Students will organize a fundraiser to fund a UNICEF school project in Malawi, Africa.

World Religion

Students will study the fundamentals of the Baha'i faith.

Social Studies

Heritage and Citizenship – Early Civilizations

- identify ways in which the natural environment shaped the cultures of various early civilizations
- identify physical and social needs of people in early civilizations and compare the ways in which these needs were met
- describe how the knowledge developed by early civilizations has affected modern society

Canada and World Connections – Aspects of Government in Canada

- describe the functions and interactions of different levels of government in Canada
- identify and describe the electoral process
- describe how immigrants become Canadian citizens
- identify the characteristics of different systems of government (e.g., democracy, dictatorship, monarchy)

Physical and Health Education

Students will participate in individual and team sports and games designed to promote good sportsmanship, leadership, respect for rules and cooperation with others. Skills are developed in volleyball, floor hockey, basketball, downhill skiing, track and field, soccer, three pitch softball and cooperative games.

Health topics include

- *Healthy Eating*
 - analyse information that has an impact on healthy eating practices
- *Personal Safety and Injury Prevention*
 - apply strategies to deal with threats to personal safety and to prevent injury
- *Growth and Development*
 - describe physical, emotional, and interpersonal changes associated with puberty
- *Substance Use and Abuse*
 - identify the influences affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.

Music

Technique

- introduction to Junior Instrumental Band
- selecting instruments and learning the proper playing technique

Rhythmic Elements

- quarter notes, eighth notes, half notes, dotted notes, whole notes and their rests

Melodic Elements

- begin with bi-tonal tunes in unison gradually moving to diatonic tunes in two parts

Content

- simple selections gradually increasing in difficulty

Students are expected to show responsibility in setting up and implementing a regular home practice routine.

English

The language program is organized to develop basic skills in the following three strands:

Reading

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes
- read aloud, adjusting speed according to purpose and audience
- read independently, selecting appropriate reading strategies
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience
- understand the vocabulary and language structures appropriate for this grade level

Writing

- use writing for various purposes and in a range of contexts
- organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details
- use simple, compound, and complex sentences
- produce pieces of writing using a variety of forms (e.g., stories, poems, reports) and narrative techniques (e.g., first- and third-person points of view, dialogue)
- revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

Oral and Visual Communication

- communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- ask and answer questions on a variety of topics to acquire and clarify information
- communicate a main idea about a topic and describe a sequence of events
- demonstrate the ability to concentrate by identifying main points and staying on topic
- write and present a formal speech

Novels studied in grade five are selected from, but not limited to, the list below. An evaluation of both the readers' interests and comprehension skills are considered when novels are chosen.

Amish Adventure
Jacob's Little Giant
Days of Terror

Sword of Egypt
The Egypt Game
The Golden Goblet
The Magnificent Mummy Maker

The Master Puppeteer
The Big Wave
Sedako and the Thousand Paper Cranes

King of the Wind
Misty of Chincoteague
Number the Stars

In addition to the formal novel studies, the students are expected to read and present reports on supplementary novels throughout the year.

Mathematics

The mathematics curriculum is organized into five major areas of knowledge and skills.

Number Sense and Numeration

- read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers
- solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths

Geometry and Spatial Sense

- identify and classify two-dimensional shapes by side and angle properties and compare and sort three-dimensional figures
- identify and construct nets of prisms and pyramids

Measurement

- identify, estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies
- determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism

Patterning and Algebra

- determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations
- demonstrate, through investigation, an understanding of the use of variables in equations

Data Management and Probability

- collect and organize primary and secondary data and display the data using charts and graphs, including broken-line graphs
- represent as a fraction the probability that a specific outcome will occur in a simple probability experiment

French

Oral Communication, Reading and Writing

- read aloud with expression, using correct pronunciation and intonation
- listen to short, oral texts, and respond to specific questions
- read a variety of materials, 100 - 150 words long, containing learned vocabulary, and demonstrate an understanding of the material
- use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning
- write phrases, short sentences and questions, using learned vocabulary and simple language structures

Grammar, Language Conventions and Vocabulary

- pronoun subjects (*nous, vous, ils, elles*)
- present tense of être, avoir, and some regular -er verbs with a plural pronoun or noun subject
- agreement, in gender and number, of regular adjectives with nouns
- prepositions with nouns in short sentences
- use of abbreviations to spell frequently used words
- correct spelling of new words from units of study

Science and Technology

Students are given opportunities to "experience" and learn about the wonders of science and the world around them.

Life Systems

Human Organ Systems

- demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems, and the interactions of organs within each system
- demonstrate understanding of factors that contribute to good health

Matter and Materials

Properties of and Changes in Matter

- demonstrate an understanding of the three states of matter and of changes in state
- investigate common changes of state (e.g., melting, freezing, condensing, evaporating) and make informed choices about materials when finding solutions to problems

Energy and Control

Conservation of Energy

- demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources
- evaluate the reasons for conserving natural resources

Structures and Mechanisms

Forces Acting on Structures and Mechanisms

- demonstrate an understanding of the effect of forces acting on different structures and mechanisms
- design and make load-bearing structures and different mechanisms, and investigate the forces acting on them

Earth and Space Systems

Weather

- demonstrate an understanding of the major climatic factors and patterns associated with weather
- examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions

Science Week

- Students will participate in a centre-based activity day designed to promote interest in the various fields of Science

Computer Education

The use of computers is encouraged and implemented in all subject areas. Computer instruction includes

- **Keyboarding** - continue using correct fingering for all letter keys, commas and periods
- **Word Processing** - format the page to improve readability and improve presentation
- **Graphics** - select, duplicate and delete an image
- **Multimedia** - integrate media from an outside source into a presentation
- **Accessing Information** - access pre-selected websites
- **Electronic Communications** - search for information using an appropriate search engine