

Ste. Rose School  
GRADE 5 - 2021/2022 YEAR PLAN  
Doug Timlick

ELA

The general outcomes of the ELA program are to build literacy, language and inquiry in the following ways:

- Language as a *sense-maker*,
- Language as *system*,
- Language as *exploration* and *design*,
- Language as *power* and *agency*.

**\*\*\* Recovery Learning:**

Areas that may need to be reinforced from Grade 4 include:

- Reading comprehension,
- Spelling,
- Basic writing conventions

**Literacy Skill Clusters:** Listening / Reading / Viewing / Speaking / Writing / Representing

\*\*\* These skills, and LwICT, are interwoven into the following thematic units:

<b>Racism Theme</b>	<b>Environment Theme</b>	<b>Mystery Theme</b>	<b>Poetry Theme</b>	<b>Anti-bullying Theme</b>	<b>Survival Theme</b>
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*This also includes the components of spelling, grammar, vocabulary and handwriting.*

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

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## MATH

In Grade 5 Math, the major strands include:

- ❖ **Number Concepts and Operations**
  - Whole Numbers
  - Fractions
  - Decimals
- ❖ **Patterns and Relations**
- ❖ **Shape and Space**
  - Measurement
  - 3-D Objects and 2-D Shapes
  - Transformations
- ❖ **Statistics and Probability**
  - Data Analysis
  - Chance and Uncertainty

*Students also learn:*

- how to apply **MENTAL MATH STRATEGIES**
- how to apply **PROBLEM SOLVING STRATEGIES** (*for non-routine problems*)
- how to master **ARITHMETIC FACTS** (*memory or quick strategies*)

*We follow the Grade 5 MrLC Pacing guide as shown below. All outcomes are spiraled throughout the year.*

<b>SEPTEMBER</b>	<b>N1</b>	...Bridging from Grade 4 content, ...understands <u>place value</u> to <u>1,000,000</u> .
<b>OCTOBER</b>	<b>N8</b>	...understands place value up to thousandths,
	<b>N10</b>	...compare and orders decimals,
	<b>N7</b>	...understands concrete + pictorial fractions,
	<b>N9</b>	...converts decimals to fractions,
	<b>N2</b>	... <u>estimation</u> arithmetic strategies,
<b>NOVEMBER</b>	<b>N11</b>	...can add/subtract decimals,
	<b>PR2</b>	...solve problems with <u>single-variable equations</u> ,
	<b>N3</b>	...knows multiplication/division <u>facts</u> to 81,
<b>DECEMBER</b>	<b>N4</b>	...uses <u>mental math strategies</u> ,
	<b>N5</b>	...can <u>multiply</u> 2-digits by 2-digits,
<b>JANUARY</b>	<b>N6</b>	...can <u>divide</u> 3-digits by 1-digit w remainders,
	<b>SS2</b>	...can use m, cm, mm for measuring <u>length</u> ,
	<b>SS1</b>	...build rectangles with specific <u>perimeter / area</u> ,
<b>FEBRUARY</b>	<b>PR1</b>	...can find the <u>pattern rule</u> to extend,
	<b>SP1</b>	...understands 1 <sup>st</sup> hand vs. 2 <sup>nd</sup> hand data,
	<b>SP2</b>	...reads and builds double-bar graphs,
<b>MARCH</b>	<b>SS3</b>	...understands <u>volume</u> with m <sup>3</sup> or cm <sup>3</sup> ,
	<b>SS4</b>	...understands <u>capacity</u> with mL or L,
<b>APRIL</b>	<b>SS5</b>	...understands 3-D objects vs. 2-D shapes,
	<b>SS6</b>	...identifies <u>quadrilaterals</u> ,
	<b>SS7</b>	...can use transformations of 2-D shape,
<b>MAY</b>	<b>SS8</b>	...find examples of transformations,
	<b>SP3</b>	...understands likelihood of an outcome,
<b>JUNE</b>	<b>SP4</b>	...compares likelihood of events,

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SCIENCE

The general outcomes in this course are to build in students an understanding of scientific concepts and develop a sense of inquiry. Hands-on learning will focus on two major elements: the use of {1} scientific inquiry(experimentation) and the {2} the design process. Listed below are the four units of study:

<p><b>Cluster 1:</b>  <u>Weather</u>          In this cluster, students learn that daily weather conditions are not the result of random occurrences, but of global systems that can be predicted on a short-term and a seasonal basis. Through observations and measurements, students investigate the properties of air and other aspects of daily weather. Students learn to interpret public weather reports and investigate the usefulness of various ways of predicting the weather. Understanding the meaning of severe weather forecasts and the preparations to ensure personal safety are emphasized.</p>	<p><b>Cluster 2:</b>  <u>Maintaining a Healthy Body</u>          The study of the human body at Grade 5 focusses on the maintenance of good health. Students learn about the role that nutrients play, and how to plan balanced and nutritious meals using <i>Canada's Food Guide to Healthy Eating</i>. Students gain experience in interpreting nutritional information on food labels, and in evaluating images presented by the media. A study of the major body systems and their role in the healthy functioning of the human body helps students to appreciate the nature and function of each, and the interrelationships that exist between systems. Students explore how lifestyle choices and environmental factors can affect personal health.</p>	<p><b>Cluster 3:</b>  <u>Forces and Simple Machines</u>          In this cluster, students increase their understanding of forces through the study of simple machines. Emphasis is placed on investigating a variety of simple machines and recognizing their usefulness for moving and lifting loads. Students explore how simple machines are used in daily life, and they identify advantages and disadvantages of using simple machines for a given task. Students apply their knowledge of simple machines by designing, constructing, and evaluating a prototype.</p>	<p><b>Cluster 4:</b>  <u>Properties of and Changes in Substances</u>          In this cluster, students deepen their understanding of the characteristics and properties of substances, and the changes that occur in substances in different situations. Through their explorations, students identify the three states of matter — solids, liquids, and gases — and describe the properties of each. Students observe examples of reversible and non-reversible changes including changes of state. Students also investigate how the characteristics and properties of substances are altered during physical and chemical changes.</p>
<p>SEPTEMBER  OCTOBER</p>	<p>NOVEMBER  DECEMBER</p>	<p>JANUARY  FEBRUARY</p>	<p>MARCH  APRIL  MAY  JUNE</p>

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**SOCIAL STUDIES**

In this course, students will form and understanding and appreciation of Canada’s past up until 1867.

The following elements are incorporated into all Social Studies lessons:

- Active Democratic Citizenship
- Managing Information and Ideas
- Critical and Creative Thinking
- Communication

Listed below are the four units of study:

<p><b><u>Cluster 1: First Peoples</u></b>            5.1.1 Origins of First Peoples of North America            5.1.2 Connections to the Land            5.1.3 Pre-Contact Cultures            5.1.4 First Peoples Governance            As a unit ending activity for assessment, students prepare a ‘hide-art’ that shows the hunting experience for a specific geo-physical region of Canada.</p>	<p><b><u>Cluster 2: Early European Colonization (1600 to 1763)</u></b>            5.2.2 Nouvelle-France            5.2.3 Cultural Interaction in Early Canada            5.2.4 French–British Colonial Rivalry</p>	<p><b><u>Cluster 3: Fur Trade</u></b>            5.3.1 European Expansion North and West            5.3.2 Importance of the Land in the Fur Trade            5.3.3 Life during the Fur-Trade Era (1650s–1850s)            5.3.4 Métis Nation and Culture in the Fur-Trade Era</p>	<p><b><u>Cluster 4: From British Colony to Confederation (1763 to 1867)</u></b>            5.4.1 Early Immigration and the Impact of the Loyalists            5.4.2 Sharing the Land            5.4.3 Conflict and Reform            5.4.4 Negotiating Confederation            5.4.5 Citizenship Then and Now</p>						
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