

NORTH TORONTO CHRISTIAN SCHOOL

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COURSE DESCRIPTION

Grade Five

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Language

The Language expectations of the Ontario curriculum are organized into three strands that specify the detail that is to be taught at each grade level. Our school curriculum follows this general pattern with additional emphasis on spelling, grammar, creative writing and oral communications.

Strand #1: Writing – students will be expected to communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news); use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings); 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), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations); produce media texts using writing and materials from other media (e.g., an advertisement for radio or television); revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience; proofread and correct their final drafts, focusing on grammar, punctuation, and spelling; use and spell correctly the vocabulary appropriate for this grade level; use correctly the conventions (spelling, grammar, punctuation) for this grade level.

Strand #2: Reading – students will be expected to read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies) 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; decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; understand the vocabulary and language structures appropriate for this grade level; use conventions of written materials to help them understand and use the materials. Time will be spent encouraging students to develop reasoning and critical thinking skills and to understand a variety of forms and styles of written materials.

Strand #3: Oral and Visual Communication – students will be expected to 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; express and respond to ideas and opinions concisely, clearly, and appropriately; contribute and work constructively in groups; demonstrate the ability to concentrate by identifying main points and staying on topic; use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade. Time will also be spent on teaching the use of words and oral language structures with some reference to non-verbal communication skills.

Since we feel that spelling and grammar are important, our program will also emphasize phonic skills, word analysis and word building opportunities through our own Wordbuilder program.

Mathematics

The mathematics expectations of the curriculum are organized into five strands that detail specific expectations of students within each of the five major areas of knowledge and skills required of students. Our school curriculum is structured around these five strands with additional review of basic arithmetic and problem solving challenges provided by our own Mathbuilder supplementary program.

Strand #1: Number Sense and Numeration – students will learn to represent, and explore relationships between, decimals, mixed numbers, and fractions using drawings; compare, order, and represent whole numbers, decimals, and fractions using drawings; understand and explain basic operations (multiplication and division) of decimals by modeling and discussing a variety of problem situations; develop proficiency in multiplying by tenths and hundredths and dividing by tenths; understand the significance of numbers within the surrounding environment; compare and order, and represent the relationship between, fractions, improper fractions, and mixed numbers using drawings; select and perform computation techniques appropriate to specific problems involving whole numbers, decimals, and equivalent fractions, and determine whether the results are reasonable; solve problems involving decimals and fractions, and describe and explain the variety of strategies used; justify in oral and written expression the method chosen for calculations: estimation and mental computation.

Strand #2: Measurement – students will learn to demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities; identify relationships between and among measurement concepts (linear, temporal, monetary); solve problems related to the calculation of the perimeter and the area of regular and irregular two-dimensional shapes; estimate, measure, and record the capacity of containers, the mass of familiar objects, and the volume of irregular three-dimensional figures, and compare the measures.

Strand #3: Geometry and Spatial Sense – students will learn to identify, describe, compare, and classify geometric figures; draw and build three-dimensional objects and models; explore transformations of geometric figures; understand key concepts in transformational geometry using drawings; identify congruent and similar figures using transformations; use mathematical language effectively to describe geometric concepts, reasoning, and investigations, and coordinate systems.

Strand #4: Patterning and Algebra – students will learn to recognize and discuss the mathematical relationships between and among patterns; identify, extend, and create patterns in a variety of contexts; analyze and discuss patterning rules; create tables to display patterns; apply patterning strategies to problem-solving situations.

Strand #5: Data Management and Probability – evaluate and use data from graphic organizers; demonstrate an understanding of probability concepts and use mathematical symbols; pose and solve simple problems involving the concept of probability.

Text: *Math Makes Sense 5*

(Addison-Wesley)

Science and Technology

The science and technology expectations of the Ontario curriculum are organized into four strands. In each strand some 'big ideas' are presented. "Big ideas' are the broad, important understandings that students should retain long after they have forgotten many of the details of something that they have studied. Developing a deeper understanding of the big ideas requires students to understand basic concepts, develop inquiry and problem-solving skills, and connect these concepts and skills to the world beyond the classroom." (Science and Technology, 2007).

Strand #1: Understanding Life Systems: Human Organ Systems – students will 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 between systems.

Strand #2: Understanding Structures and Mechanisms: Forces Acting on Structures and Mechanisms – students will analyse social and environmental impacts 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 describe the effects of these forces on structures and mechanisms.

Strand #3: Understanding Matter and Energy: Properties of and Changes in Matter – students will evaluate the social and environmental impacts of processes used to make everyday 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.

Strand #4: Understanding Earth and Space Systems: Conservation of Energy and Resources – students will analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate 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 transformed and conserved.

Social Studies

The expectations of the social studies curriculum are organized into two strands.

Strand #1: Heritage and Citizenship - Early Civilizations. . Students will learn to 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.

Strand #2: Canada and World Connections – Aspects of Government in Canada. Students will learn to describe the functions and interactions of different levels of government in Canada; identify and describe the electoral process; describe how immigrants become Canadian citizens.

French

The Core French program is organized into three strands, which correspond to the three main areas of language use.

Strand #1: Oral Communication – it is expected that students will learn to follow and give basic classroom instructions; ask simple questions, and ask for repetition to clarify understanding; use visual and verbal cues to understand and convey the meaning of familiar material; use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts; respond to oral texts, using simple but complete sentences (e.g., Il ya un cahier sur la table); give an oral presentation of five to ten sentences in length (e.g., description of clothing); make simple revisions to oral language in form and content (e.g., number and gender), using resources and feedback from the teacher and their peers.

Strand #2: Reading – it is expected that students will learn to read at least nine simple passages or stories (e.g., poems, advertisements); read aloud with expression, using correct pronunciation and intonation; read and respond briefly to written materials (e.g., short, simple readers; a schedule or a television guide) by answering short questions or restating information; use various reading strategies to determine meaning and make sense of unfamiliar words (e.g., visual and verbal cues, and use of context and patterns).

Strand #3: Writing – it is expected that students will write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures; write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., create a personal ID card with information such as name, address, hair and eye colour, and personal interests); use and spell the vocabulary appropriate for this grade level.

The Arts

This section of the curriculum is divided into Visual Art and Music components.

Visual Art – In this component, students will produce two-and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences; define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience; use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Music – In this component, students will demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music; create and perform music using a variety of sound sources; use correctly the musical terminology associated with the specific expectations for this grade; read simple musical notation; communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama).

Physical Education

The physical education expectations of the curriculum are divided into three strands.

Strand #1: Healthy Living - students will learn to analyze information that has an impact on healthy eating practices; describe physical, emotional, and interpersonal changes associated with puberty; apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault); identify the influences (e.g., the media, peers, family) affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.

Strand #2: Fundamental Movement Skills - students will learn to perform the movement skills required to participate in games, gymnastics, and out-door pursuits: locomotion (e.g., running in patterns in game activities), manipulation (e.g., catching, throwing), and stability (e.g., transferring their weight); demonstrate the principles of movement while refining their movement skills.

Strand #3: Active Participation - students will learn to participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., one-on-one or two-on-two soccer-type games); identify the components of physical fitness and describe physical activities that improve these components; apply living skills (e.g., goal setting, conflict-resolution techniques, and interpersonal skills that contribute to positive group interaction) to physical activities (e.g., games, outdoor pursuits); follow safety procedures related to physical activity, equipment, and facilities.

Bible

Through the Bible characters of Abraham, Moses, Joshua, and Paul, various character building qualities are studied. Memory work compliments the qualities being studied. Also included is an in-depth look at the birth of Christ and His crucifixion.

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for grades 1 – 8 may be found on the web site of the Ministry of Education and Training at www.edu.gov.on.ca/