



MEADOWRIDGE  
SCHOOL

## Grade 5

### Term 1 Curricular Highlights

Throughout 2017-18, we will focus on developing the IB Learner Profiles and Approaches to Learning outcomes at developmentally appropriate levels.

<b>Learner Profiles</b>	Knowledgeable Communicator Thinker Risk-taker Caring Open-minded Balanced Principled Reflective Inquirer
<b>Approaches to Learning (Social Skills, Self- Management Skills)</b>	<p><b>Social Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Accepting Responsibility:</b> Contributes positively as a community member.</li> <li>• <b>Respecting Others:</b> Treats others with respect and values diversity.</li> <li>• <b>Cooperating:</b> Demonstrates (caring and) thoughtful behaviours in collaborative situations.</li> <li>• <b>Resolving Conflict:</b> Solves problems in peaceful ways.</li> </ul> <p><b>Self-Management Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Organization</b> -Organizes self effectively in a variety of situations.</li> <li>• <b>Time Management</b> Uses time efficiently and appropriately.</li> <li>• <b>Safety</b> - Self-regulates and makes responsible choices to keep everyone safe.</li> <li>• <b>Codes of Behaviour:</b> Respects Essential Agreements and routines.</li> </ul>

## Unit of Inquiry

<b>Transdisciplinary Theme</b>	<p style="text-align: center;"><b>How the world works</b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>
<b>Central Idea:</b>	Humans use simple machines to harness and transfer energy.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Properties of simple machines.</li> <li>• Uses of simple machines.</li> </ul>

	<ul style="list-style-type: none"> <li>• How simple machines transfer energy.</li> </ul>
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<b>Transdisciplinary Theme</b>	<p style="text-align: center;"><b>How we organize ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
<b>Central Idea:</b>	Sustainable practices have developed over time to balance the effects of natural resource economies.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• An inquiry into local natural resources, their uses, and effects on humankind and the ecology.</li> <li>• An inquiry into sustainable practices.</li> <li>• An inquiry into the three "E"s of sustainability: ecology, economy, equity.</li> </ul>

<b>Curricular Areas</b>
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<b>Language Arts</b>	<p><b>Comprehend and Connect</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text.</li> <li>• Uses personal experience and knowledge to connect to text and develop understanding of self, community, and world.</li> <li>• Responds to text in personal and creative ways.</li> </ul> <p><b>Create and Communicate</b></p> <ul style="list-style-type: none"> <li>• Uses writing and design processes to plan, develop, and create texts for a variety of purposes and audiences.</li> <li>• Communicates in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation.</li> <li>• Uses language in creative and playful ways to develop style.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Calculates perimeter and area of squares and rectangles.</li> <li>• Calculates elapsed time.</li> <li>• Describes and sorts prisms and pyramids based on multiple attributes.</li> <li>• Describes and sorts quadrilaterals based on multiple attributes.</li> <li>• Adds and subtracts numbers to 1 000 000.</li> <li>• Records and explains reasoning and procedures clearly.</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• Listens and participates actively during whole class oral language activities.</li> <li>• Made an effort to use French during the lessons and in spontaneous interactions with others.</li> <li>• Identifies and demonstrates understanding of character attributes.</li> <li>• Displays awareness of grammatical constructions introduced.</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Develops and applies fundamental movement skills in a variety of physical activities and environments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Applies a variety of movement concepts and strategies in different physical activities.</li> <li>• Describes and applies strategies that promote a safe and caring environment.</li> <li>• Participates daily in physical activity at moderate to vigorous intensity levels.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Planned, explored, produced images showing creativity and connection to culture, place and identity using: warm/cool/tertiary colours, line, shape, texture, value, movement, emphasis, perspective and balance.</li> <li>• Effectively interprets and communicates ideas using symbol combined with the various elements of art to express personal meaning and connection through the arts.</li> <li>• Independently utilized and explored a range of materials, tools and processes in an open-minded and positive manner in order to create personally connected art.</li> <li>• Demonstrated safe, effective and responsible use of class time materials, tools and processes.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Demonstrated the core competency of communication by demonstrating the singing basics of posture, pitch, pronunciation and knowledge of words.</li> <li>• Demonstrated the core competency of thinking by demonstrating through hand drumming the knowledge of rhythm, note duration and the ability to direct music in six parts.</li> <li>• Demonstrated personal and social competency by respecting others and equipment, showing a positive attitude and observing IB learner profiles and attitudes.</li> </ul>

For further information about this *Grade*, contact your child's teachers.

