

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York, ON M2J 1S3

COURSE DESCRIPTION

Grade Five

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.

A. 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.

B. 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.

C. 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 phonics skills, word analysis and word building opportunities.

Texts: *Language Power C* (Gage Learning), *Spelling Workout E* (Modern Curriculum Press)

Mathematics

The mathematics curriculum from the province of Ontario is organized into six strands. At NTCS, in addition to the general math curriculum, we focus on skill reinforcement through our own program, Math Builder. This weekly exercise helps students retain basic math concepts already taught, which helps them move to advanced concepts quicker and with less energy on computation of simple math facts.

A. Social-Emotional Learning (SEL) Skills and the Mathematical Processes – Students will apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

B. Number – Students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. They will also use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

C. Algebra – Students will identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts. They will demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts. Students will solve problems and create computational representations of mathematical situations using coding concepts and skills. They will also apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

D. Data – Students will manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. They will also describe the likelihood that events will happen, and use that information to make predictions

E. Spatial Sense – Students will describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them. They will also compare, estimate, and determine measurements in various contexts

F. Financial Literacy – demonstrate the knowledge and skills needed to make informed financial decisions

Text: *Math Makes Sense 5* and accompanying workbook (Addison-Wesley)

Science and Technology

The science and technology expectations of the Ontario curriculum are organized into four strands.

A. 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.

B. 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.

C. 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.

D. 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 new Ontario social studies curriculum are organized into two strands.

A. Heritage and Identity - First Nations and Europeans in New France and Early Canada: Students will analyse some key short- and long- term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713; use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved; describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France.

B. Roles and Responsibilities of Canadian Government and Citizens: Students will learn the jurisdiction of different levels of government, the rights and responsibilities of Canadian citizenship, and different ways citizens can address social and environmental issues.

French

The French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. This course reinforces and extends the vocabulary and oral French learned in grade 4. By the end of grade 5, students will be able to understand French spoken in the classroom and continue to learn how to express their own thoughts in French.

Text: *Histoires en action! Salut mon ami and Louis la grenouille*

The Arts

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

Instrumental Music - Students will build on their knowledge of the elements of music and related musical concepts that were introduced in grades 1-4. Students will further develop their understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing. The performance portion of the program will involve the introduction of traditional band instruments.

Drama – Students will apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories; apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

Physical Education

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

A. Healthy Living - Students will learn about and discuss healthy eating practices; discuss physical, emotional, and interpersonal changes associated with puberty; apply strategies to deal with threats to personal safety (e.g., bullying) and to prevent injury (e.g., from physical assault); discuss the role of physical activity and how it affects the physical, interpersonal, and emotional aspects of healthy human beings.

B. 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.

C. 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.

Specific activities that will be taught in order to develop movement skills and allow for active participation are soccer, basketball, swimming, volleyball, cooperative games, water games, ball hockey, and softball.

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 website of the Ministry of Education and Training at www.edu.gov.on.ca/