

Grade 5 - Course Overviews by Subject

Term 1

General Studies

Science

In science, students focused on a unit study involving weather. Students learned about occupations involving weather as well as weather instruments used to make predictions about weather and weather forecasts. Students also studied the three main types of clouds, how clouds are formed, the water cycle, as well as extreme weather phenomenon. Students discussed affects of weather on plants, animals, humans and occupations. They learned the difference between weather and climate, which led into the topic of climate change.

Math

This term in math, the Grade 5s have learned about number patterns involving repeating patterns, increasing patterns, decreasing patterns and how to use a T-Chart to solve word problems. Students have learned how to solve for an unknown in a math expression. The Grade 5s have also studied expanded and standard form of numbers into the millions and have learned to estimate and round numbers.

Social Studies:

Listed as Outcomes:

- students will understand why and how learning history is important and relevant.
- students will review the Canadian provinces, territories, and capital cities.
- Students will review the world's continents and major bodies of water.
- Students will understand compass directions, lines of latitude and longitude, and hemispheres.
- Students will brainstorm how and why the first people on earth came to North America.
- Students will explore the Ice Age and its impact on humans, animals and climate change.
- Students will begin exploration and understanding of the First Peoples of Canada and their ways of life.

Language Arts:

- Students will review expectations and practice how to edit and proofread, summarize, present, research, paraphrase, and take notes.

- Students will review and practice various Parts of Speech
- Students will review and explore the elements of a successful, well-written short story.

General:

- Students will organize and maintain a personal portfolio.
- Students will set and monitor SMART goals, demonstrate how to be a good classmate, and acknowledge personal strengths and challenges.
- Students will be expected to maintain the organization of a binder and personal box.
- With assistance from teachers, students will be expected to become proficient in Google Classroom, Google Slides and Google Docs.

Judaic Studies

Hebrew Language Arts- עברית/חגים

In Grade 5, we began the year with the study of Chagei Tishrei, the holidays of Tishrei. Students studied Rosh Hashana, Yom Kippur, Succot and Simchat Torah using the Tal Am program. They learned the meaning and significance of many of the commandments and customs of each holiday. Lessons included songs and games, and most learning was done in Hebrew, extending students' proficiency in the language.

Grade 5 is now studying the history and customs of Chanukah in groupings that mix students from 5A and 5B. We are learning and studying grammar and language through our Hebrew texts and work.

Prayer - תפילה

Grade 5 participates in Shacharit, Rosh Chodesh, Kabbalat Shabbat and Havdallah services. The students are learning the importance of respectful behavior during prayer and are encouraged to participate actively.

Torah - תורה

Students began the year with a review of the story of Joseph and his family's arrival to Egypt. The focus in Grade 5 is the study of the book of Shemot with an emphasis on the stories leading to the development of Moshe as one of the greatest leaders of our nation. Selections of biblical texts are being used according to the students' independence and comfort level in Hebrew. The students are encouraged to discuss key issues, questions and concerns that arise while reading each story. This term we have studied Perek Aleph and Perek Beit which include the topics of slavery in Egypt, the birth and life of Moses in Egypt and Midian, and the courageous acts of the Hebrew midwives. Concepts of civil disobedience and other forms of nonviolent protest have been discussed. In addition, we are studying selected Midrashim and commentaries written by traditional scholars to deepen students' understanding. Students also study a lesson in the weekly Torah portion (Parashat Hashavua).

Israel Studies - הוראת ישראל

Our Israel Studies began by building connections to Israel and relating the country to Canada. We completed a mini unit on the geography of Israel and are now working on a unit on the Gaili, Galilee. In this unit, we focus on different aspects that influenced this region such as people, agriculture, and history.

Courses taught by Specialists

Music

In Term 1, students experienced irregular meters through both song and movement. They also began developing their ears for multi-part singing, moving away from canons and into basic harmonies. Next term, students can look forward to using song, dance and instrument play to explore the music of Newfoundland.

Art

These units were studies in term 1: Self Portrait Junk Art, Rosh Hashana Watercolour salt and glue, Sukkah Decorations using found objects, Fall Canvas, Simchat Torah Paper Dolls, Remembrance Day Painting, Pottery, Glazing Pottery, Dear Edwina Stationery design, First Nations Masks

French

Communication: Talking about yourself and your preferences, Answering questions about yourself, Review of classroom vocabulary, Major food groups-fruits, vegetables, meat and substitutes, dairy products, cereals, the new food guide, The verbs manger and other -ger verbs, the verb “boire”, Answering questions about your food choices at mealtimes, Creating a “Food and Beverage” wordsearch, Solving a classmate’s wordsearch

Culture: Learning about French cuisine and its importance in the world, Typical French/Quebecois dishes, specialties

Physical Education

This term students learned about safe behaviour, rules and positive social interaction in Phys. Ed. class. An appreciation for personal fitness was emphasized by establishing a routine of warm up exercises such as running laps, as well as a variety of strength and resistance activities. Cooperative activities brought attention to combining student efforts to achieve common goals. Motor skills focused upon include locomotion, sending/receiving, striking, and eye/hand and eye/foot coordination. These skills were reinforced through low organized games such as tag, soccer and ultimate. Students were also introduced to basic volleyball skills.