

2019-2019 Year Plan- Daniel MacFarlane

| 5/6 Science | 5/6 Social Studies |
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| <p><u>Diversity of Living Things:</u> In this cluster, students develop an appreciation of the diversity of living things. Students study a variety of classification systems, and construct and use their own as well as those developed by others. In doing so, they recognize the advantages and disadvantages of classification systems in organizing information. (September)</p> | <p><u>Building a nation:</u> Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. (October)</p> |
| <p><u>Exploring the Solar System:</u> In this cluster, students develop an understanding of the Earth in space, the solar system, and the role of space research programs in increasing scientific knowledge. Positive and negative impacts arising from space research programs are addressed, and the contributions of Canadians to these programs are highlighted. (November)</p> | <p><u>An Emerging Nation:</u> Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. (January)</p> |
| <p><u>Electricity:</u> In this cluster, students explore current and static electricity and compare and contrast the characteristics of each. These explorations help students identify and appreciate the importance of electricity in everyday life and understand the need for safe practices when using electricity. (February)</p> | <p><u>Shaping Contemporary Canada:</u> Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. (March)</p> |
| <p><u>Flight:</u> In this cluster, a study of the properties of fluids helps students to understand how flight can be achieved. Through the testing of models, students explore how the forces of thrust, drag, lift, and gravity act on living things or devices that fly through the air. (April)</p> | <p><u>Canada Today:</u> Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. (May)</p> |

Mathematics

| Timeframe | Grade 5 Outcomes | Grade 6 Outcomes |
|------------------|---------------------------------|---------------------------------|
| September | Review Grade 4 Outcomes, N1 | N1, N7 |
| October | N7, N8, N9, N10 | N4, N5, N6, N1 |
| November | N3, N4, N5, N6 | N3, N8 |
| December | SS6, SS1, SS2, SS3, SS4 | SS1, SS5, SS3 |
| January | PR1, SP1 | PR1, PR2, SP1 |
| February | N2, PR2 | PR3, PR4 |
| March | N11, SS5 | N9, SS4, SS2 |
| April | SP2, SP3, SP4 | SP2, SP3, SP4 |
| May | SS7, SS8 | SS6, SS7, SS8, SS9 |
| June | Review and Consolidate Learning | Review and Consolidate Learning |

Grade 5/6 Art

All assignments and projects in Visual Arts will reflect current units or topics being covered in other core areas, as well as holidays, events, and other school functions (i.e.- Day of Pink, Spirit weeks, Remembrance day, Christmas, etc....). A focus will be placed on using creativity and imagination in all areas of student work, not just pieces for art class.

English Language Arts

1. Spelling- I will be using the Canadian Spelling Program 2.1 this school year. We will cover a new unit each week and each week will begin with a pre-test and a lesson on the topic. Students will then get time throughout the rest of the week to work on the related assignment in their spelling books. Every week will end with a test on the weekly words.
2. Grammar- We will be using the Communicating Skills program for grammar this year. Every student will get their own workbook to use. I will do lessons preceding each topic, and often will work through certain topics with the students. Practice in the books will be completed individually, with a group, or as a whole class.
3. Typing/ICT- I will be incorporating a tech piece into ELA again this year. We will focus on many key areas including proper typing form, safe internet use, conducting online research, creating Word/PowerPoint/Excel documents, and properly using e-mail and social media.
4. Writing- Coverage of basic writing mechanics as well as more advanced techniques will be covered in-depth throughout the course of the year. Students will write several short stories throughout the year, as well as writing weekly journal entries about varying topics. Students will be required to establish the following writing skills throughout the year during our various activities:
 - Identify and form simple, compound, and complex sentences.
 - Organize and write narrative, expository, and descriptive paragraphs.
 - Have knowledge of and use the 5 stages of the writing process.
 - Effectively use graphic organizers (also applies to reading).
 - Have and use note taking skills.
 - Use basic editing and revising techniques in their writing.
5. Reading- Students will engage in several novel studies throughout the school year. Ideally, if time allows, we will complete three novel studies: Students reading in groups, students reading on their own, and students being read to by myself. We will also complete many other reading activities on a weekly basis to allow students to build their reading accuracy and comprehension. Students will also attempt to build the following skills throughout the year:
 - Explain cause and effect.
 - Understand and demonstrate proper group work skills (built through reading groups).
 - Be able to effectively use a dictionary and thesaurus, as well as finding terms online (also applies to writing).
 - Have knowledge of ELA terms.
 - Comprehend and respond to multi-chapter novels (text based responses).
6. Students will be involved in several activities throughout the year that will allow them to build their presentation/speech skills. For example, students will be using the tech portion of ELA to create PowerPoint presentations that they will then present to their peers and myself. This will also be covered when learning and reciting a Remembrance Day poem, as well as participating in the Christmas concert.

7. Several other important skills will be covered through daily work and lessons. These skills include, but are not limited to:
- Understanding and utilizing rubrics for their work.
 - Self assessing work for quality.
 - Gaining exposure to using different forms/formats to express/present information.
 - Exposure to responding to information presented in different media.

The timelines for these skills and activities will remain fluid throughout the year. Ideally I would like to complete a novel study every two to three months and a spelling/grammar unit every week, but we will work and progress at a pace that allows all students to flourish.

5/6 French

We will start the year reviewing basic words and phrases from previous years. This will include a review of counting and the French alphabet. The primary focus of French this year will be on recognizing important vocabulary such as the seasons, sports, clothing, months, days of the week, and important French celebrations. Students will be expected to read basic French literature by February, and will begin writing in French at that point. We will accomplish this through the use of songs, games, stories, and videos.

One of my primary resources for French this year will be Echos 1 and 2 programs. We will work through portions of each program at different parts of the school year. The sections we work on will be determined how quickly students are able to progress through the course.