

## Social Studies

- International Week celebration of cultural diversity
- Study of focus country (changes annually): customs, traditions, language, government, economy, etc.
- Immigration
- Geography: world maps, with an emphasis on North and South America
- History: populating of the Americas, exploration by Europe

## Modern Languages

*In Modern Languages classes, students will:*

- give and follow simple instructions in the target language;
- use and respond to verbal and non-verbal cues/body language;
- answer/ask simple questions in the target language;
- use more complex vocabulary to describe objects;
- understand basic ideas of oral messages and short conversations based on familiar topics;
- recite rhymes/sing songs in the target language;
- learn some expressive forms of the target culture;
- use vocabulary for age-appropriate topics/themes;
- understand main ideas of illustrated stories and other texts/videos;
- understand common cognates in the target and native languages;
- learn that many words have been borrowed/adapted from other languages;
- become exposed to basic verb conjugations and other grammatical concepts;
- know basic elements of the sound/writing systems of the target language and how they differ from one's native language;
- learn that the target language is spoken in diverse areas of the world;
- present personal and cultural ideas/info to an audience of listeners/readers;
- be exposed to the target culture.

## Physical Education

*Students will have instructional and physical activities in:*

Team and problem-solving activities, hockey, basketball, gymnastics, dance, badminton, swimming, kickball/tee ball, athletics (track and field), tennis.

## Art

- Recognize, identify, and show an understanding of the sensory elements and organizational principles of design, as well as the expressive qualities of the visual arts.
- Demonstrate and discover the basic use of materials, tools and techniques in order to understand how works of art are produced.
- Explore and discover individual/collective works of art.
- Understand that artists and works of art shape, reflect and play a role in societies, cultures, and civilizations, past and present.

## Information Literacy Skills-Library & Technology

*By the end of 5th grade, students will:*

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using a variety of media, including technology.
- Use media (including digital media) to communicate and work collaboratively.
- Apply tools (including digital tools) to gather, evaluate, and use information.
- Use critical thinking skills to plan and conduct research.
- Practice legal and ethical behaviour when using media (including technology).
- Demonstrate a sound understanding of technology concepts, systems, and operations.
- Explore the library and discover which genres and formats they enjoy reading.

## Health and Citizenship

- Conflict resolution
- Playground, fire and road/bus safety
- Hand washing and oral health
- Healthy eating and exercise
- Drug awareness
- Friendship/bullying
- Farewells and transitions

## Music

*Students will have age-appropriate instructional/experiential activities in:*

- Performing (voice/instruments), alone and with others, a varied repertoire of music;
- Improvising melodies, variations and accompaniments;
- Composing and arranging music within specified guidelines;
- Reading and notating music;
- Listening to, analyzing, describing, and evaluating music and musical performances;
- Understanding relationships between music, the arts, and disciplines outside the arts;
- Understanding music in relation to history and culture.

## Drama

Based on the three principal tools of an actor (**voice, body and imagination**), drama will offer students a range of theatre arts techniques, aimed at building self-confidence, encouraging effective team building and allowing the student to develop presentation skills through frequent practice in speaking and performing in front of a class.



**THE INTERNATIONAL  
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# Fifth Grade

**2017-2018**

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## **Fifth Grade**

### **Language Arts**

- Read a variety of fiction and non-fiction materials (e.g. novels, short stories, biographies, articles/editorials) for different purposes.
- Read aloud, adjusting speed, tone and volume according to purpose and audience.
- Read independently, selecting appropriate reading strategies.
- Explain their interpretation of a written work (i.e., inferences, judgements and conclusions), 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.
- Use research skills (e.g., locate and evaluate sources of information, compare different sources).
- Understand the vocabulary and language structures appropriate for this grade level.
- Use some conventions of written materials to help them understand what they read and to locate information (e.g., index, maps, charts, lists, graphics).
- Communicate ideas and information for a variety of purposes and to specific audiences.
- Use writing for various purposes and in a range of contexts.
- 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., personal narrative, persuasive writing, poetry, expository writing), and media/technologies.
- Revise and edit their work, seeking feedback from others and focusing on content, organization, and the appropriateness of word choice for the intended purpose and audience.
- Edit, publish, and share their final drafts, focussing on grammar, punctuation and spelling, with greater independence.
- Use phonics, general spelling rules, reference materials and word derivation to spell with accuracy.
- Focus and present information on a single topic, using presentation techniques appropriate for the situation (e.g., eye contact, volume, rate, tone).
- Contribute relevant, appropriate information to discussions, while demonstrating respect for, and understanding of, other participants and their ideas.
- Follow oral instructions consistently.
- Ask questions to clarify meaning or enhance learning.

### **Mathematics**

#### Number Sense and Numeration

- Represent and order numbers to 100 000.
- Represent money amounts to £1000.
- Develop the concept of place value to hundredths.
- Compare and order fractional amounts with like denominators.
- Add and subtract decimal amounts to hundredths.
- Multiply two-digit whole numbers by two-digit whole numbers.
- Divide three-digit whole numbers by one-digit whole numbers.
- Relate simple fractions to decimals.

#### Measurement

- Measure time intervals to the nearest second.
- Determine elapsed time.
- Measure temperature.
- Convert from metres to centimetres and from kilometres to metres.
- Relate the 12-hour clock to the 24-hour clock.
- Develop and apply area and perimeter relationships for a rectangle.
- Relate capacity and volume.
- Develop and apply the volume relationship for a right rectangular prism.

#### Geometry and Spatial Sense

- Distinguish among polygons and among prisms;
- Identify acute, right, obtuse, and straight angles;
- Measure angles to 90° with a protractor.
- Construct triangles and nets of prisms and pyramids.
- Locate objects using the cardinal directions
- Perform and describe translations.

#### Patterning and Algebra

- Represent a pattern using a table of values.
- Predict terms in a pattern.
- Determine the missing numbers in equations involving addition, subtraction, multiplication, or division and 1- or 2-digit numbers.
- Investigate variables as unknown quantities.
- Demonstrate equality using multiplication or division in equations with unknown quantities on both sides.

#### Data Management and Probability

- Collect and organize discrete and continuous data.
- Display data using broken-line graphs.
- Sample data from a population.
- Understand mean.
- Compare two related sets of data.
- Represent probability using fractions

#### Process Expectations

- Problem solving; Reasoning and proving; Reflecting; Selecting tools and computational strategies; Connecting; Representing; Communicating.

### **Science**

#### Mixtures & Solutions

- Make and separate mixtures, using screens, filters, and evaporation.
- Measure solids and liquids to compare the mass of a mixture to the mass of its parts.
- Use a balance to determine relative concentration. Layer solutions to determine relative density (concentration).
- Plan and conduct saturation investigations. Compare the solubility of substances in water.
- Identify an unknown substance based on the properties of solubility and crystal form.
- Observe and compare reactants and products of several chemical reactions.

#### Motion, Force & Models

- Ask questions about systems in the natural and designed worlds, including pendulums, springs, and ramps and balls.
- Design and conduct controlled experiments to find out what variables affect the transfer of energy.
- Use data and logic to construct and communicate reasonable explanations about forces and motion.
- Work with others as scientists and engineers to create conceptual and physical models to explain how something works.
- Plan designs, select materials, construct products, evaluate, and improve ideas to meet specific criteria.

#### Soils, Rocks & Landforms

- Investigate the processes of physical and chemical weathering of rocks and minerals.
- Investigate the composition of soils from four different locations; observe and compare local soils.
- Observe weather by using senses and simple tools.
- Use stream tables to investigate how the slow processes of erosion and deposition alter landforms; predict results of student-designed stream-table investigation; compare actual results to predictions.
- Use physical tools and a table of diagnostic properties to make observations and identify minerals in common rocks.
- Make observations and interpret them to develop explanations in the way that scientists do.
- Observe how earth materials are used in the community around school, and consider the ways people impact natural resources.