

## 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  
SCHOOL ABERDEEN**

Every Child. Every Opportunity.

# Fifth Grade

2018—2019

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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**

- Read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers.
- Demonstrate an understanding of magnitude by counting forward and backwards by 0.01.
- Solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies.
- Demonstrate an understanding of proportional reasoning by investigating whole-number rates.

#### **Measurement**

- Estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies.
- Determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

#### **Geometry and Spatial Sense**

- Identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures.
- Identify and construct nets of prisms and pyramids.
- Identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

#### **Patterning and Algebra**

- Determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations.
- Demonstrate, through investigation, an understanding of the use of variables in equations.

#### **Data Management and Probability**

- Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs.
- Read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs.
- Represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models.

#### **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.

#### **Food & Nutrition**

- Students work with laboratory tools and techniques to test food, using indicators.
- Students use knowledge and nutritional information from product labels to plan and evaluate menus.
- Students explore the relationship between the foods they eat and personal health.