THE ACADEMY FOR GIFTED CHILDREN
CURRICULUM OUTLINE
GRADE 5

EXPECTATIONS:

- students will strive for excellence as they experience a challenging and exciting learning environment
- students will uphold high expectations for quality in all facets of work
- students will develop co-operative learning skills through integrated curriculum, thus developing life skills and conflict resolution skills
- students will develop an appreciation for books and the ability to analyze and evaluate literary content and elements through read aloud, silent reading, and research
- students will develop confidence, poise and self-esteem by integrating drama and oral presentations into the curriculum
- students will develop ownership and responsibility for their own learning through the use of an organizer and homework files

CURRICULUM OUTLINE

ENGLISH

English consists of four main components: literature appreciation, spelling, grammar, and the writing process.

LITERATURE APPRECIATION

An emphasis will be placed on analyzing literary elements, evaluating content, and formulating and defending opinions of the literary works through expository writing assignments, discussions, debates and formal presentations. Students will also have the opportunity to integrate their insights in a variety of creative activities and assignments.

SHORT STORIES

We will begin the academic year by reading short stories from the Junior Great Book Series 6, with an emphasis on plot and character development.

NOVEL STUDY

The novels that will be studied over the course of the academic year will be thematically based.

Novels:

Hatchet – Gary Paulsen

THEME: survival in the wilderness, independence, the importance of positive thinking in facing challenges and overcoming obstacles, how defining events shape our character and outlook, the role that fate and free will play in our lives

Tuck Everlasting – Natalie Babbitt

THEME: coping with unique abilities, meaning of life and coping with death, the pros and cons of immortality and its potential impact on humanity, developing independence, crime and punishment

The Hobbit – J. R. R. Tolkien

THEME: unexpected heroes and heroic traits, the value of risk-taking and stepping outside your comfort zone, good versus evil, greed, skill versus luck

The Tempest – William Shakespeare

THEME: Introduction to Shakespeare & the Elizabethan Era (focusing on Elizabethan perceptions and treatment of "newly discovered" people and places), separation and reunion, forgiveness versus vengeance

POETRY

Students will study a variety of poetic forms and conventions, with an emphasis on both enjoyment and analysis. Students will also write a variety of original poems and present them to the class. They will have the opportunity to enter their poems in the Royal Canadian Legion Remembrance Day and Young Writers poetry writing contests.

SUPPLEMENTARY READING

Students will be expected to read 3 supplementary novels and complete accompanying assignments, including 2 essays and a formal presentation. The Pearl will be assigned to all students; they will also select a fiction or non-fiction book relating to Global Issues and 1 additional novel based on input/direction from the teacher.

SPELLING

Spelling lists are partially derived from vocabulary that is encountered on a day-to-day basis or words related to specific subject areas, including novel studies, theme, science, and writing. Emphasis is placed on word meaning and correct usage within the context of spelling and writing assignments and classroom work.

GRAMMAR

The grammar program will review material learned in Grade Three, reinforce material learned in Grade Four, and introduce the following concepts and skills:

PARTS OF SPEECH

Identify, diagram, and correctly use:

- linking verbs and complements
- verbals and verbal phrases
- prepositional phrases
- indirect and direct objects
- nouns of direct address
- appositives
- conjunctions

PUNCTUATION

- commas after introductory participial phrases, long introductory prepositional phrases, and multiple introductory prepositional phrases
- commas around appositives and non-essential participial phrases
- dashes to indicate an abrupt break in thought
- ellipses for omitted words in quotations
- square brackets when a word is changed or inserted into a quotation
- correctly punctuate long and short quotations used for textual evidence
- parentheses around parenthetical remarks in a sentence

APPLICATION

- use the correct case for pronouns
- identify and correct pronoun reference problems, such as vague pronoun reference or pronoun-antecedent disagreement
- correctly use adjective, adverb, and verbal phrases to clarify meaning
- avoid misplaced modifiers, such as dangling participles

WRITING PROCESS

Students will:

- build their skills in the various stages of the writing process, including: generating ideas for writing through discussion and brainstorming, selecting a topic, determining the purpose for writing and the audience to be addressed, making an outline, writing an initial draft, revising and editing to create a polished end product
- hone their ability to write in the following forms, adhering to conventions of structure, tone, and style: descriptive writing; expository writing (research reports, newspaper articles, and formal letters); narrative writing; persuasive writing (editorials, character analyses, book reviews, persuasive speeches, and literary essays).
- continue to develop their formal writing skills in long term assignments and timed writing situations, using a thesis statement, supporting arguments, evidence from the text, and transitional devices within and between paragraphs
- continue to develop their creative writing skills using the conventions of various genres and developing interesting plot lines, characters and dialogue.
- include a properly formatted title page, table of contents, and works cited page with reports
- word-process their own stories and reports, integrating graphics from the computer
- participate in regularly scheduled writing conferences with the instructor to discuss, monitor, and facilitate the student's progress in the development of his/her writing skills in the following areas: conventions, organization, word choice, sentence fluency, voice and style.
- prepare submissions for the Commonwealth and Young Writers creative writing contests

MATHEMATICS

The following strands are included in P.A.C.E.'s Math Curriculum:

- Social-Emotional Learning (application of social-emotional learning skills to mathematical processes i.e. problem solving, reasoning, reflection, communicating, critical thinking) *ongoing throughout the year
- Number (Fractions, Decimals, Percent, Integers, Order of Operations, Factoring, Mental Math)
- Algebra (Solving Equations with 1 variable, multiple terms, Solving Inequalities, Specialized Class in Coding)
- Data (Discrete and continuous data, Graphing, etc., Probability)
- Spatial Sense (Geometric constructions, Calculations of Perimeter and Area for various geometric shapes, Problem Solving, Metric Conversions)
- Financial Literacy (Payment Methods) *ongoing throughout the year

SCIENCE

The following strands are included in P.A.C.E.'s Science and Technology Curriculum:

- Stem Skills and Connections - STEM skills and emerging technologies, practical applications of science and technology and contributions that people with diverse lived experiences have made to science and technology in the context of the other strands
- Life Systems – Biodiversity; Interactions in the Environment
- Matter And Energy – Properties of Changes in Matter
- Structures And Mechanisms – Forces Acting on Structures

Emphasis is placed on scientific investigation, innovation and creativity, collaboration, critical thinking and problem solving, hands-on discovery and experimentation.

TECHNOLOGY AND CODING

The Surface Go will be used as a tool to facilitate enhanced learning experiences, continue to hone executive functioning skills, and develop knowledge of internet safety. The Mathematics and Science and Technology curriculum expectations will be integrated into the coding curriculum including the continuation of writing and executing code in SCRATCH with a focus on producing different methods to store and process data for a variety of purposes.

FRENCH

The objective of the French programme is to develop communications skills in both the receptive and expressive aspects of the language. The four language skills of listening, speaking, reading and writing will be developed. In order to achieve these objectives the activities will include skits, songs, educational games, role-playing activities, reading short novels, guided compositions, dictations, writing letters, diaries, post cards, word searches and crossword puzzles.

THEME

The students will explore the following themes:
ARCHAEOLOGY, NEWSPAPERS, THE SILK ROUTES, JAPAN: ART & ARCHITECTURE

Within the theme there will be a solid integration of Bloom's Taxonomy of Cognitive Objectives which encourages the students to engage in higher levels of thinking, as well as challenging them to academic "risk taking" learning experiences. Theme work provides the students with opportunities to work within their preferred learning styles and encourages the students to explore and experience all the different learning styles.

THE ARTS

DRAMA

Drama plays a major role in helping students build their confidence and increase their self-esteem. Students will be encouraged to express themselves freely and creatively. Drama is integrated throughout the curriculum with students creating their own drama skits and participating in other role-playing exercises. Drama units include: tableau, improvisation, storytelling and script writing, acting/directing, choral speaking, and Shakespeare.

VISUAL ARTS

Art will be integrated into each theme and will incorporate many opportunities to work with different media and techniques (e.g. posters, collages, models, and painting).

MUSIC
The instrumental music class focuses on three main areas: fundamentals of playing the instrument, practical theory and music history.

PHYSICAL EDUCATION
The physical education programme encompasses a variety of sports: outdoor/indoor soccer, basketball, dance, softball, European handball and various cooperative games. Students will be evaluated on their levels of participation and attitude towards each sport in addition to overall progress and acquisition of skill. Breathing techniques as well as movement exercises will be introduced to hone independent relaxation and overall wellness.

ENVIRONMENTAL AWARENESS
Throughout the year, we will focus on protecting the environment through **litterless lunches**, conserving our resources, and the four 'R's.

CLASS TRIPS
A variety of trips will be planned throughout the year to support the specific themes studied.

SOCIAL/EMOTIONAL DEVELOPMENT
Understanding, nurturing, concern and support is the key to developing and encouraging independent problem-solving skills and risk-taking in order to develop a strong self-concept and feeling of self-worth. This is promoted through regular small or large group meetings with the children.

EVALUATION
This is an ongoing process, including both formative assessment (observation of daily work, notes and homework, student-teacher conferences, process work, class participation, attitude towards learning) and summative evaluation (activities, projects, tests and quizzes, presentations, reports, speeches). A variety of methods will be used for assessing and evaluating knowledge and comprehension, application, thinking and inquiry and communication. Most importantly, it is critical for the child to be happy and feel that he/she is progressing and feeling successful, confident and self-assured.

ORGANIZATIONAL SKILLS
Students are encouraged to keep their desks neat and binders well organized; this will prevent things from getting lost and actively teach the children to become organized and responsible for their belongings.

STUDENT AGENDA AND HOMEWORK
- Students record their homework in their agendas before starting any work.
- Students are encouraged to use the 45 minutes of homework time effectively to finish their work. It will often include unfinished class work in theme, math, reading, writing and spelling.
- An additional 45 minutes of work to be completed at home will be given on a regular basis in order to establish good work habits.
- Teachers often use the homework agenda as a "first step" to communicating with parents therefore we ask that you please check your child's agenda every day.

HELPFUL HINTS
Please check your child's school bag each night. You may find notices from school, left over lunches or incomplete work or projects. Please help to encourage responsibility in remembering and completing homework.

CALENDAR
A calendar will be sent home at the beginning of each month. Please post the monthly calendar on the fridge, or where it is visible. Highlight due dates, tests, field trips, or other important events on the calendar.