

## Grade 5/6 Year Plan

### September

E.L.A.	Math	Science
<p><b>Reading skill: Self-Monitoring.</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Non-Chronological reports</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> N5.1 Represent and describe whole numbers to 1 000 000</p> <p><b>Grade 6:</b> N6.1 Demonstrate an understanding of place value for numbers greater than one million and less than one-thousandth N.7 Demonstrate an understanding of integers, concretely, pictorially, and symbolically</p>	<p style="text-align: center;"><b><u>Body Systems</u></b></p> <p>Students will learn the major components of 7 major body systems.</p> <ul style="list-style-type: none"> <li>• digestive system</li> <li>• skeletal system</li> <li>• muscular system</li> <li>• nervous system</li> <li>• respiratory system</li> <li>• circulatory system</li> <li>• integumentary system</li> </ul> <p>Students will describe the role of each system in the human body and give examples of how systems of the human body work together</p>
Social Studies	P.E./Health	Art
<p><b><u>Origins of First Peoples of North America</u></b></p> <p>Students will describe the First Peoples' stories of their origins, as well as current theories of migration to the North American Continent</p> <p>They will describe the impact of the ice age on the land</p> <p style="text-align: center;"><b><u>Connection to the Land</u></b></p> <p>Students will explore oral tradition as an important source of knowledge about First Peoples and locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.</p> <p>Students will locate on a map of North America the traditional territories of First Peoples and describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Soccer</b> Students will complete drills and practice through game play dribbling, passing and shooting.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b><u>Drawing</u></b></p> <p>Students will focus on improving their drawing skills and techniques.</p> <p>They will create several pieces of art based on a fall nature theme.</p> <p>They will learn about shape, line, proportion, perspective and shading.</p>

<b>October</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: analyzing.</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Descriptive writing</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> N.7 Demonstrate an understanding of fractions by using concrete and pictorial representations to:</p> <ul style="list-style-type: none"> <li>- Create sets of equivalent fractions</li> <li>- Compare fractions with like and unlike denominators</li> </ul> <p>N.8 Describe and represent decimals (tenths, hundredths, and thousandths) concretely, pictorially, and symbolically N.9 Relate decimals to fractions (tenths, hundredths, thousandths)</p> <p><b>Grade 6:</b> N.4 Relate improper fractions to mixed numbers 6N.5 Demonstrate an understanding of ratio, concretely, pictorially and symbolically. N.6 Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, symbolically.</p>	<p style="text-align: center;"><b><u>Healthy Eating</u></b></p> <p>Students will interpret nutritional information found on food labels. They will describe the types of nutrients in foods and their functions in maintain a healthy body and evaluate a daily menu plan and suggest changes to make it align more closely with Canada’s Food Guide. As well as evaluate prepared food products</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p style="text-align: center;"><b><u>Pre-Contact Cultures</u></b></p> <p>Students will describe characteristics of diverse First Peoples cultures before contact with Europeans. They will compare daily life in diverse First Peoples communities and relate First Peoples’ stories of their pre-contact and early contact with Europeans</p> <p style="text-align: center;"><b><u>First Peoples Governance</u></b></p> <p>Students will compare types of leadership in diverse First Peoples communities. Students will describe various ways in which First Peoples communities interacted with each other and value diverse approaches to leadership</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Volleyball</b> Students will complete drills and practice through game play bumping, setting and hitting.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b><u>Painting</u></b></p> <p>Students will focus on improving their painting skills and techniques.</p> <p>They will create several pieces of art based on a fall theme and nature.</p> <p>They will experiment with creating texture by painting with different objects such as sponges and different brushes.</p> <p>They will experiment with creating different moods using warm and cool colour.</p>

<b>November</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: sequencing.</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Chronological report</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> N5.3 Apply mental math strategies to determine multiplication and related division facts to 81 (9x9) N5.4 Apply mental mathematics strategies for multiplication, such as N5.5 Demonstrate an understanding of multiplication (1-2 digit multipliers and up to 4 digit multiplicands) concretely, pictorially, and symbolically. N5.6 Demonstrate an understanding of division (1-2 digit divisors and up to 4 digit dividends) concretely, pictorially, and symbolically and interpret remainders.</p> <p><b>Grade 6:</b> 6N.3 Demonstrate an understanding of factors and multiples. 6N.8 Demonstrate an understanding of multiplication and division of decimals.</p>	<p><b><u>Personal Decision Making and Health</u></b></p> <p>Students will identify and describe factors necessary to maintain a healthy body. They will evaluate information related to body image and health from media sources for science content and bias. Students will explain how human health may be affected by lifestyle choices and natural-and human caused environmental factors.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><b><u>Early European Exploration and Colonization</u></b></p> <p>Students will relate stories of European explorers and traders in their search for new lands or the Northwest Passage. They will identify European countries that established colonial empires and locate on a world map their areas of colonization and places of historical significance during early European colonization and identify reasons why Europeans expanded their territories to include America.</p> <p><b><u>Nouvelle-France</u></b></p> <p>Students will describe the organization and daily life of Nouvelle-France and contributions of individuals in the settlement. They will locate on a map of Canada places of historical significance during early European colonization and identify factors that influenced movement and settlement of Europeans in early Canada and describe the organization of the royal government in Nouvelle-France.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Basketball</b> Students will complete drills and practice through game play dribbling, passing and shooting.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p><b><u>Printmaking/Rubbing</u></b></p> <p>Students will focus on developing their printmaking skills and looking at patterns.</p> <p>They will experiment using a Styrofoam plate to create a relief to produce several original cards.</p>

<b>December</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: making connections.</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Descriptive Writing ( Diary Entry)</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> SS 5.6 Identify and sort quadrilaterals SS5.1 Design and construct different rectangles given either perimeter or area or both (whole numbers) and draw conclusions SS5.2 Demonstrate an understanding of measuring length(mm) SS5.3 Demonstrate an understanding of volume. SS5.4 Demonstrate and understanding of capacity.</p> <p><b>Grade 6:</b> SS6.1 Demonstrate an understanding of angles. SS6.3 Develop and apply a formula for determining the -perimeter of polygons -area of rectangles -volume of right rectangular prisms SS5.5 Describe and compare the sides and angles of regular and irregular polygons.</p>	<p style="text-align: center;"><b><u>States of Matter</u></b></p> <p>Students will recognize that matter is anything that has mass/weight and takes up space. They will identify characteristics and properties that allow substances to be distinguished from one another. They will identify properties of the three states of matter and experiment to compare the mass/weight of a substance in its liquid and solid states. They will demonstrate that the mass/weight of a whole object is equal to the sum of the mass/weight of its parts.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><b><u>Cultural Interactions in Early Canada</u></b> Students will give examples of the impact of interaction between First Peoples and European explorers, colonists, and missionaries They will compare First Peoples’ and European approaches to natural resource use in early Canada. They will appreciate the contributions of First Peoples to the development of Canada and be willing to consider diverse approaches to resource and land use.</p> <p><b><u>French-British Colonial Rivalry</u></b> Students will describe life in early French and British settlement. Describe the impact of European wars on First Peoples and French and British colonies. Describe the reasons for and the impact of the Acadian deportation. Describe the major events and impact of the British conquest of N.F. Demonstrate empathy for the struggles of the peoples in early Canada.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Floor Hockey</b> Students will complete drills and practice through game play Stick handling, passing and shooting.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b><u>Collage/Mosaics</u></b></p> <p>Students will look at and experiment with different forms of collage and mosaics.</p> <p>They will create both collaborative and individual collages.</p>

<b>January</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: Predicting</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Narrative (short stories)</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> PR5.1 Determine the pattern rule to make predictions about subsequent elements SP5.1 Differentiate between first-hand and second-hand data</p> <p><b>Grade 6:</b> PR6.1 Demonstrate an understanding of the relationship within tables of values to solve problems PR 6.2 Represent and describe patterns and relationships using graphs and tables SP6.1 Create, label and interpret line graphs to draw conclusions.</p>	<p><b><u>Physical and Chemical Changes</u></b> Students will investigate and determine how characteristics and properties of substances may change when they interact with one another. Demonstrate that changes of state are reversible through the addition or removal of heat. Explore to identify reversible and non-reversible changes that can be made to substances. Recognize that a physical change alters the characteristics of a substances without producing a new substance and that a chemical change produces a new substance with distinct characteristics and properties. Observe examples of changes in substances, classify them as physical or chemical changes, and justify the designation.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><b><u>European Expansion North and West</u></b> Locate on a map of Canada places and regions of historical significance to the fur trade and the Metis Nation. Describe the influence of the fur trade on the historical development of Canada. Describe factors that led to the development and expansion of the fur trade into the west and north of Canada. Identify global factors that influence the fur trade in Canada.</p> <p><b><u>Importance of the Land in the Fur Trade</u></b> Locate on a map of Canada places and regions of historical significance to the fur trade and the Metis Nation. Give examples of ways in which the fur trade operations were influence by the land. Describe the historical significance of Canadian place names. Appreciate the significance of the land and natural resources in the development of Canada.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Curling</b> Students will complete drills to practice sweeping and delivering curling rocks.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p><b><u>Modeling/ Pottery/sculpture</u></b> Students will look at and experiment with different forms of sculpture.</p> <p>Students will create different sculptures from paper and modeling clay and pinch pots.</p>

<b>February</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: Inferring</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Friendly Letters</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> PR5.1 Determine the pattern rule to make predictions about subsequent elements SP5.1 Differentiate between first-hand and second-hand data</p> <p><b>Grade 6:</b> PR6.1 Demonstrate an understanding of the relationship within tables of values to solve problems PR 6.2 Represent and describe patterns and relationships using graphs and tables SP6.1 Create, label and interpret line graphs to draw conclusions.</p>	<p><b><u>How properties of substances determine their use</u></b></p> <p>Research and describe how raw materials are transformed into useful products.</p> <p>Identify potentially harmful chemical products used at home and describe practices to ensure personal safety</p> <p>Evaluate household chemical products using the design process</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><b><u>Life during the Fur-Trade Era (1650's-1850's)</u></b></p> <p>Describe daily life and challenges for various groups involved in the fur trade. Locate on a map of Canada places and regions of historical significance to the fur trade and the Metis Nation.</p> <p>Relate stories of the people and events of the fur trade. Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.</p> <p>Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.</p> <p><b><u>Metis Nation and Culture in the Fur-Trade Era</u></b></p> <p>Locate on a map of Canada places and regions of historical significance to the fur trade and the Metis Nation. Describe events related to the origins and rise of the Metis Nation. Give examples of the impact of interactions between First Peoples and European traders and settlers. Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement. Describe how the fur trade was dependent on the men and women of the First Nations and Metis Nation.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus:</b> <b>Dance/Gymnastics</b> Students will explore the elements of dance to create group routines. They will explore basic gymnastic movements of front roll, back roll and cartwheel.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p><b>Diorama/Architecture</b></p> <p>Students will look at and experiment with diorama and pop up art.</p> <p>Students will create a pop up book and diorama of a room in a home or nature scene.</p>

<b>March</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: Evaluating</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Persuasive Letter</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> 5N.11 Demonstrate an understanding of addition and subtraction of decimals(to thousandths) concretely, pictorially and symbolically. SS5.5 Describe and provide examples of edges and faces of 3-D objects and sides of 2-D shapes. N6.9 Explain and apply the order of operations, excluding exponents (limited to whole numbers).</p> <p><b>Grade 6:</b> SS6.4 Construct and compare triangles including: Scalene, Isosceles ,Equilateral Right, Obtuse, and acute in different orientations. SS6.2 Demonstrate that the sum of interior angles is 180 degrees in a triangle 360 degrees in a quadrilateral</p>	<p style="text-align: center;"><b><u>Forces &amp; Simple Machines</u></b></p> <p>Describe using diagrams the forces acting on an object and the effects of increasing or decreasing them. Identify and describe types of simple machines. Describe the advantage of using simple machines to move or lift a given load. Identify objects in the school and home that use wheels and axles. Recognize that a gear is a wheel and axle used to turn another wheel and axle. Identify common devices and systems that incorporate pulleys and gears. Compare devices that use variations of simple machines to accomplish similar tasks.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><b><u>Early Immigration and the Impact of the Loyalists</u></b> Describe the cultural diversity of pre-Confederation Canada. Describe ways in which migration to another country or contact with other cultures may affect identities. Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada. Appreciate the historical roots of the multicultural nature of Canada</p> <p style="text-align: center;"><b><u>Sharing the Land</u></b></p> <p>Locate on a map of Western Canada traditional Metis lands and communities. Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River. Identify global factors that influenced immigration to Canada. Value the contributions of First Nations, Inuit, Metis, French, British, and diverse cultural communities to the development of Canada. Appreciate the connections Canadians have with various places in the world.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Badminton</b> Students will complete drills and practice through game play serving, returning and smashing.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b>Photography/Video</b></p> <p>Students will look at and experiment with digital photography and videos.</p> <p>Students take and edit photo and video to create desired effects, moods and stories.</p>

<b>April</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Reading skill: Synthesizing</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Poetry</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> SP5.2 Construct and interpret double bar graphs to draw conclusions. SP5.3 Describe the likelihood of a single outcome occurring, using words such as: Impossible, Possible, Certain SP5.4 Compare the likelihood of two possible outcomes occurring using words such as Less likely, Equally likely More likely</p> <p><b>Grade 6:</b> SP6.2 Select, justify and use appropriate methods of collecting data, including -questionnaires -experiments -databases -electronic media SP6.3 Graph collected data and analyze the graph to solve problems SP6.4 Demonstrate an understanding of probability</p>	<p style="text-align: center;"><b><u>Simple Machines</u></b></p> <p>Investigate a variety of levers. Explore and determine how the direction and amount of the applied force and the speed of rotation vary within a two gear system. Compare the force required to lift a load using a pulley system vs. a single fixed pulley. Identify and make modifications to their own pulley/gear systems. Investigate to identify advantages and disadvantages of using different simple machines to accomplish the same task.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p style="text-align: center;"><b><u>Conflict and Reform</u></b></p> <p>Compare daily life in Canada East and Canada West. Identify the causes, major events, and results of the War of 1812. Identify people events and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada. Appreciate Canadian history and geography as important contributors to personal identity.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Zumba/Aerobics</b> Students will complete various exercise routines and then create their own routine to share with the class.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b>Textile</b></p> <p>Students will look at and experiment with different textile.</p> <p>Students will explore tie dye, yarn painting and fabric and coat hanger wreaths.</p>

<b>May</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Book Clubs: Review and reinforce reading strategies taught throughout the year.</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Newspaper Report</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p><b>Grade 5:</b> SS 5.7 Perform a single transformation ( translation, rotation, or reflection) of a 2-D shape and draw and describe the image SS 5.8 Identify a single transformation (translation, rotation, or reflection) of 2-D shape</p> <p><b>Grade 6:</b> SS6.6 Perform a combination of transformations (translations, rotations, or reflections) on a single 2-D shape and draw and describe the image SS6.7 Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations. SS6.8 Identify and plot points in the first quadrant of a Cartesian plane using whole-number ordered pairs SS6.9 Perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole-number vertices)</p>	<p style="text-align: center;"><b><u>Weather and Climate</u></b></p> <p>Differentiate between weather and climate Identify common factors that influence weather and climate in Manitoba and across Canada and describe their impacts. Recognize that climates around the world are ever changing and identify possible explanations. Describe how weather conditions may affect the activities of humans and other animals Describe properties of air. Recognize that warm and cold air masses are important components of weather... Explain how the transfer of energy from the sun affects weather conditions Explain how clouds form and relate cloud formation and precipitation to the water cycle Identify and describe common cloud formations Describe key features of weather phenomena Provide examples of severe weather forecasts.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><b><u>Negotiating Confederation</u></b> Locate on a map of Canada the four provinces of Confederation in 1867. Describe the origins of Confederation and give arguments for and against Canadian Confederation. Describe the roles of individuals in building Canadian Confederation. Value history as a way of understanding contemporary Canada.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Football</b> Students will practice punting and throwing and game play will be taught through touch and flag football.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b>Mixed Media</b></p> <p>Students will look at and experiment with different mixed media projects.</p> <p>Students will review the different art techniques taught throughout the year to create an original piece of work using 2-3 of their favorite media.</p>

<b>June</b>		
<b>E.L.A.</b>	<b>Math</b>	<b>Science</b>
<p><b>Book Clubs: Review and reinforce reading strategies taught throughout the year.</b> This skill will be modelled and practiced using read aloud and shared reading. Students will then practice the skill independently at their individual reading level.</p> <p><b>Writing focus: Non-Chronological Report</b></p> <p>Daily students will complete journal writing, cursive handwriting and spelling.</p>	<p>Consolidation of learning Independent review Fluid small group instruction</p>	<p style="text-align: center;"><u><b>Weather Technology</b></u></p> <p>Use the design process to construct a weather instrument Observe and measure local weather conditions over a period of time... Investigate various ways of predicting weather and evaluate their usefulness Contrast the accuracy of short and long term weather forecasts and discuss possible reasons for the discrepancies Describe examples of technological advances that have enabled humans to deepen their scientific understanding of weather and improve the accuracy of weather predictions.</p>
<b>Social Studies</b>	<b>P.E./Health</b>	<b>Art</b>
<p><u><b>Citizenship Then and Now</b></u> Give examples of the responsibilities and rights of citizens of Canada in 1867. Identify differences in citizenship rights for various groups in 1867. Compare what is meant to be a citizen of Canada in 1867 to what it means today. Describe how European views of First Peoples changed from 1763 to 1867. Respect the rights, opinions, and perspectives of others. Be willing to contribute to their groups and communities.</p>	<p>Each day students will complete warm ups and stretches.</p> <p><b>Sport Focus: Track &amp; Field</b> Students will practice long jump, sprints and shot put.</p> <p>Students will participate in low organized games that focus on improving game play strategy, endurance and fair play.</p> <p>Once a week students will complete fitness circuits.</p>	<p style="text-align: center;"><b>Applied Design</b></p> <p>Students will look at and experiment with different designs.</p> <p>Students will create their own design.</p>