

Subjects	ELA, Math, Social Studies, Visual Arts, P.E, ERC
Teacher	Mr. Mike (Ms. Eva CCW)
School Year	2018/2019

*** This is a working document that can change based on students' needs ***

Term 1 20%		
Competencies Targeted	Evaluation Methods	General Timeline
<p>ELA:</p> <ul style="list-style-type: none"> - Touch on all three concepts (<i>Read Different Texts</i>, <i>Produce Different Texts</i>, and <i>Use Language to Communicate</i>) by: <ul style="list-style-type: none"> o Review sight word and word families o Guided Reading/Writing o Vocabulary Work o Question and Answer periods o Diagnostic testing <p>MATH:</p> <ul style="list-style-type: none"> - Focus on <i>Mathematical Reasoning</i> by: <ul style="list-style-type: none"> o Review of two-digit addition and subtraction (with and without carrying) o Number sense up to 3 digits o Introduce simple word problems o Begin exploring other grade level concepts as outlined in the Digit Math Book. <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> - Focus on <i>Understanding the Organization of a Society</i> and <i>Interpret Change</i> by: <ul style="list-style-type: none"> o Review the hierarchy of how territory is organized (street, city, province, etc) o Begin studying Aboriginal groups' impact on Canadian history o Examine concept of "time" with relation to history <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> - Focus on <i>Producing Individual Works of Art</i> by: <ul style="list-style-type: none"> o Exploring different tools and mediums o Emphasis placed on self (eg: self portraits) <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> - Focus on <i>Performing Movement Skills</i> and <i>Interact with Others</i> by: <ul style="list-style-type: none"> o Develop basic stretching and gross motor skills and balance o Emphasize team work and sportsmanship through individual and group activities <p>ETHICS AND RELIGIOUS CULTURE:</p> <ul style="list-style-type: none"> - Focus on <i>Reflecting on Ethical Questions</i> by: <ul style="list-style-type: none"> o Students will examine their own behaviour in comparison to the established norms and practices of society o Students will examine laws and values and why we have them. 	<ul style="list-style-type: none"> - Tests - Quizzes - Class Work - Observations - Tracers - Diagnostic Testing 	<p>September - November</p>
<p>Communication to Students and Parents:</p> <p>Agenda, Phone Calls, Letters Home</p>	<p>Other Pertinent Info:</p> <p>Emphasis placed on class routine, class/school rules, team building and conflict resolution Intro to homework and independent work</p>	

Term 2 20%

Competencies Targeted	Evaluation Methods	General Timeline
<p>ELA:</p> <ul style="list-style-type: none"> - Continue all three concepts (<i>Read Different Texts</i>, <i>Produce Different Texts</i>, and <i>Use Language to Communicate</i>) by: <ul style="list-style-type: none"> o Increasing difficulty of readings as well as variety of mediums o Begin independent writing and strategies o Examine grammar and punctuation conventions <p>MATH:</p> <ul style="list-style-type: none"> - Focus on both <i>Mathematical Reasoning</i> and <i>Situational Problems</i> by: <ul style="list-style-type: none"> o Continue examining grade level concepts as outlined by Digit book and the Progression of Learning o Introduce situational problems in a group/guided setting <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> - Focus on <i>Understanding the Organization of a Society</i> and <i>Interpret Change</i> by: <ul style="list-style-type: none"> o Continue work on Aboriginal groups' and begin European settlement o Examine how past arrangements are still present today and why <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> - Focus on <i>Producing Individual Works of Art</i> and <i>Appreciating Works of Art</i> by: <ul style="list-style-type: none"> o Continue creation using different mediums o Emphasis placed on emotions o Examine and analyze different works of art <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> - Focus on <i>Performing Movement Skills</i> and <i>Interact with Others</i> by: <ul style="list-style-type: none"> o Begin work on sport specific skills and concepts o Continue to emphasize team work and sportsmanship through individual and group activities <p>ETHICS AND RELIGIOUS CULTURE:</p> <ul style="list-style-type: none"> - Focus on <i>Reflecting on Ethical Questions and Understand Religious Phenomena</i> by: <ul style="list-style-type: none"> o Continue to examine their own behaviour in comparison to the established norms and practices of society o Learn about different religions and cultures, focusing on similarities and differences 	<ul style="list-style-type: none"> - Test - Quizzes - Classwork - Observations - Tracers - Diagnostic Testing - Classroom projects (introduce rubrics) 	<p>November to February</p>
Communication to Students and Parents	Other Pertinent Info	
Same as above	Building off Term 1, homework amounts increase. Students now begin to practice acquired skills with greater independence.	

Term 3 60%

Competencies Targeted	Evaluation Methods	General Timeline
<p>ELA:</p> <ul style="list-style-type: none"> - Continue all three concepts (<i>Read Different Texts</i>, <i>Produce Different Texts</i>, and <i>Use Language to Communicate</i>), emphasizing: <ul style="list-style-type: none"> o Begin exploring paragraph writing o Figurative language o Reading responses <p>MATH:</p> <ul style="list-style-type: none"> - Focus on <i>Mathematical Reasoning</i> and Situational Problems by: <ul style="list-style-type: none"> o Wrap up Digit book and grade level concepts o Review years' concepts through summative evaluations <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> - Focus on <i>Understanding the Organization of a Society</i> and <i>Interpret Change</i> by: <ul style="list-style-type: none"> o Begin exploration of additional themes outlined by the Progression of Learning <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> - Focus on <i>Producing Individual Works of Art</i> and <i>Appreciating Works of Art</i> by: <ul style="list-style-type: none"> o Continue creating different works of art o Explore different artists and their creations o Develop a personal portfolio <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> - Focus on <i>Performing Movement Skills</i>, <i>Lead a Healthy Life</i> and <i>Interact with Others</i> by: <ul style="list-style-type: none"> o Continue learning new sport specific skills o Continue developing teamwork and leadership skills o Explore health related topics such as diet, exercise, puberty <p>ETHICS AND RELIGIOUS CULTURE:</p> <ul style="list-style-type: none"> - Focus on <i>Reflecting on Ethical Questions and Understand Religious Phenomena</i> by <ul style="list-style-type: none"> o Examining current events o Examining and debating different viewpoints 	<ul style="list-style-type: none"> - Same as term 2 - Possibility of independent Research projects (eg research and work done at home) - More emphasis placed on projects and rubrics 	<p>March- June</p>
Communication to Students and Parents	Other Pertinent Info	
<p>Same as above</p>	<p>Beginning of May, begin prep for EOC exams for necessary students.</p>	