

NEWCOMBVILLE ELEMENTARY SCHOOL

TEACHER COMMUNICATION PLAN

2020/2021

Mr. Brody Cannon, Classroom Teacher

Grade: 5

Overview of the Program

“To ensure consistency in educational opportunities for all children in the province, elementary schools must include, for all children in each year’s program, language arts (listening, talking, reading, viewing, writing, and other ways of representing), mathematics, visual arts, health, physical education, music, science, and social studies. In English schools Core French must be offered beginning at grade 4.”

Public Schools Program

Teachers use curriculum guides to determine program. A variety of topics, texts, and materials are used to teach the various concepts. An outline of course content covered will be included in the report card each term.

Internet

Students will be supervised at all times when using the internet. The use of the internet is for instructional purposes such as research, skills development, practice, etc. Students will not be permitted to search the internet on their own.

OVERVIEW

The following outline provides examples of the exciting educational experiences your child will encounter during the school year in Mr. Cannon’s grade 5 classroom.

Language Arts: The Language Arts curriculum will focus upon the four areas of development: reading, writing, listening, and speaking.

Reading: The students will take part in a variety of activities which will include independent reading, guided reading, Book Clubs and/or Book Talks. I will be using text appropriate for each student’s ability. These activities will vary from day to day. It is encouraged that students read at home and reading logs will be sent home weekly to record any reading done at home.

Writing: The students will be involved in creative, responsive, and reflective writing activities. We will also look at the mechanics of writing and paragraph structure. We will also increase spelling vocabulary through word study. This will change on a daily basis.

Listening and Speaking: These components are ongoing throughout each day, and the students will be asked to complete assignments which they will present to the class. These presentations also help develop good listening skills.

Math: We will be studying: Number Sense, Operation Principles (addition, subtraction, multiplication, and division), Fractions, Measurement, Probability, Geometric Concepts, Data Collection & Analysis, and Problem Solving. Emphasis will also be placed on Mental Math (working in your head) daily. Each outcome may be visited more than once throughout the year. There will be a Problem of the Week given once a week with homework. I expect students to attempt to solve these problems, to challenge themselves. If they do not answer it correctly, that is fine, **as long as they try**. My goal is to help my students learn the value of mathematics, and become confident in their ability to do mathematics.

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Science: A “hands on” approach and various resource materials will be used in the following areas of study: Grade 5 Body Systems, Weather and Simple Machines.

Social Studies: This year in Social Studies students will learn about the past, Ancient Society, First Nations, British and French Societies.

Health: Students will demonstrate positive self-identity that effectively enables them to manage their health, relationships and interactions with the world. The class will think critically and make informed decisions to enhance health of self, those around oneself, and within a global context. We will also explore a variety of emotions and relationships with others through the PATHS program (Promoting Alternative Thinking Strategies).

Social Development and Work Habits, Assessment, and Evaluation

Social Development and Work Habits to be evaluated include interaction with others; acceptance of responsibility for personal actions; ability to resolve conflicts appropriately; effective use of class time; ability to follow rules, routines, instructions and directions; completion of class work and homework assignments; demonstration of organizational skills; listening to others; participation in group activities; respect of own property and that of others; and pride in and quality of work.

The area of Social Development and Work Habits is included in teacher expectations of the student for learning success. It is also encouraged that students will come to school provided with proper rest, nutrition, and health care.

Assessment

The primary purpose of assessment is to improve student learning. For teachers, assessment is the process of gathering information about student learning that informs our teaching. For students, assessment is the process that informs them about their learning.

There are two types of assessment that will occur in the classroom this year:

• **Assessment *for* learning**

o The use of a task or activity to gather evidence about a student’s learning and determine where students are in their learning, where they need to go, and how best to get there (e.g., conversations, observations, demonstrations).

• **Assessment *of* learning**

o The use of a task or an activity to confirm what students know and can do and to demonstrate that they have achieved the curriculum outcomes (e.g., observations, performance tasks, student products).

Evaluation: At the end of each term the following grading system will be used to evaluate each student:

- A The student demonstrates achievement with thorough understanding and application of concepts and skills in relation to the expected learning outcomes.
- B The student demonstrates achievement with good understanding and application of concepts and skills in relation to the expected learning outcomes.

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- C The student demonstrates achievement with basic understanding and application of concepts and skills in relation to the expected learning outcomes.
- D The student demonstrates achievement with limited understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.

Formal and Informal Methods of Communication Used

Parents are encouraged to communicate with the teacher. Methods can include:

- daily homework/communication notebook/folder with a place for a parent's signature
- ClassDojo
- handwritten notes between teacher and parent
- informal chats when parents visit the school
- telephone calls*
- regularly scheduled parent/teacher interviews
- report cards
- specially called meetings (to discuss progress, test results, behaviour, etc.)
- weekly school newsletter
- teacher letters/newsletter
- Tests/assignments sent home for a parent signature

*Should you need to call me at the school, please call before 8:20 am, between 12:20 – 12:40 pm, or after 2:20 pm.

Parents can expect:

1. to receive daily communication through a homework/communication notebook/folder
2. to receive report cards during all three terms. Dates to be determined.

Code of conduct:

Our school's code of conduct has been replaced with the Provincial School Code of Conduct. It is mandated by the Minister of Education that every school in the province follow this Code of Conduct. Please refer to the following website for full details:

<http://newcombville.ednet.ns.ca/sites/default/files/Provincial%20School%20Code%20of%20Conduct.pdf>