

NEWCOMBVILLE ELEMENTARY SCHOOL



2017-2018 TEACHER COMMUNICATION PLAN

Grade 5

Vision

Newcombville Elementary School promotes life long learning and critical thinking in a safe and healthy learning environment.

Mission

Through collaboration of staff, students and community, we implement a balanced approach to meet individual, social and emotional learning needs.

Mrs. Krystal Munro: Classroom Teacher and French Teacher

Mr. Jason Snow: Science, Health, and Physical Education Teacher

Miss Alison Sheffield: Music Teacher

Mrs. Jill Vandertoorn: Guidance Counsellor, Resource Teacher

Mrs. Vicki Deamond: Resource Teacher

Overview of the 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.

"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

ENGLISH LANGUAGE ARTS

The children will continue to develop their skills in Language Arts in the three areas of study as listed in the Gr. 5 Curriculum Guides issued by the Dept. of Education.

A) Listening and Speaking

Students will be encouraged to participate in discussions, to develop questions for interviews, to share in small and large group activities, to gather information and to prepare for projects. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

B) Writing and Other Ways of Representing

The students will be expected to use writing to create texts (as a group and independently) to explore, clarify and reflect their imagination, thoughts and feelings, experiences, and what they have learned, so that they may be able to share them with others. The students will be encouraged to use a range of strategies learned in class so they may enhance their clarity, precision and effectiveness when presenting a final copy of their writing.

C) Reading and Viewing

The children will be encouraged to develop those skills necessary to read independently and to interpret what they have read with confidence. They will learn about a range of literature, informational media, visual texts, and a variety of genres. They will share their thoughts and opinions of what they have read with others. The students will be exposed to a variety of strategies, resources, and technologies.

*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.

MATHEMATICS

The Grade 5 program involves the use of math manipulatives, skills practice and concept development. Each day, there will be an emphasis on mental math activities. The areas we will cover include: numeracy & operation sense, patterns and their relationships, measurement skills, spatial sense and geometric concepts, data collection & analysis, and probability.

SOCIAL STUDIES

The class will be looking at various decision-making practices. Students will develop an understanding of how we learn about the past. They will "Explore Ancient Societies" and note similarities and differences of past societies and our society today. There will be activities that will require "hands on participation". The children will learn through research, readings, stories, and mapping skills. These topics will be integrated in the Language Arts curriculum.

VISUAL ARTS

The visual arts program will be integrated with other subject areas and everyday activities. We will also be learning about various famous artists (typically one artist per month). This program is divided into three basic areas; (1) Making - the children expressing themselves using a variety of materials, (2) Looking - being able to appreciate the artwork from the past to present as well as that of their classmates, (3) Reflecting - understanding that artwork is very much a part of our everyday lives and will continue throughout our lifetime (i.e. folk-art, quilts, photography, etc.)

CORE FRENCH

There are three main components to the Core French program: (1) Speaking and Listening (2) Reading and Viewing and (3) Writing and Representing. Classes will be taught in French and students will be encouraged to speak in French. Students will develop their communication skills by experiencing, in French, situations that relate to their needs and interests. With 80% of the program being oral, the emphasis is placed on speaking and listening, and the remaining 20% of class time will focus on reading and writing activities.

SCIENCE

The students will be using predicting, observing, journaling and experimenting throughout the science curriculum on Mondays, Tuesdays and Wednesdays. We will be learning material on the following Science units: (1) Earth and Space Science: Weather, (2) Physical Science: Forces and Simple Machines, (3) Physical Science: Properties and Changes in Materials, and (4) Life Science: Meeting Basic Needs and Maintaining a Healthy Body.

Ways that students will be assessed in science class follow: teacher observation, student participation, class work/assignments, science journaling, quizzes, peer and self assessments, checklists, projects, and experiments.

HEALTH

The students will be learning the outcomes of the health curriculum. Throughout the Health curriculum students will be learning about: (1) A Healthy Self, (2) Healthy Relationships, and (3) Healthy Community

From these units, we will focus on nutrition, fitness, common chronic diseases, Internet safety, body image, managing stress and mental health and the reproductive system. Our Life Science unit and reproductive system will be taught in connection with each other. An atmosphere of openness and respect is emphasized within the classroom as there may be some sensitive topics covered. We want to ensure a comfortable and positive learning environment where everyone supports one another.

Ways that students will be assessed are through: teacher observation, student participation, class work/assignments, quizzes, peer and self-assessments, checklists, and projects.

ICT

Technology will be integrated in all subjects. iPads will be used on a regular basis and there will be an emphasis on digital citizenship.

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 areas of social development and work habits to be reported on are included in the student's learner profile. It is also desired that students will come to school provided with proper rest, nutrition, and health care.

Assessment of curriculum outcomes will be on going throughout the year. Assessment tools to be used will include but are not limited to the following: direct teacher observation, daily school work, projects, checklists, rubrics, quizzes, oral and written tests, student participation, and standardized tests.

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.

- 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.

- N/A Not applicable at this time.

- INS Insufficient evidence to report on achievement of the expected learning outcomes.

Formal and Informal Methods of Communication Used

Parents are encouraged to communicate with the teachers. Methods of communication include:

- daily homework duo-tang with a place for parent/guardian signature and notes
- hand-written notes between parent and teacher
- informal chats when parents/guardians 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
- class website (Class Dojo)
- Meet the Staff Night (September 21 at 6:30 pm)
- Tests/assignments sent home for a parent/guardian signature

*Should you need to call teachers at the school, please call before 8:20 am, between 12:30pm-1:00 pm, or after 2:15 pm. Thank you 😊

Parents can expect:

- to receive daily communication through a homework/communication duo-tang.
- to receive report cards three times throughout the year (November, April, and June)
- parent/teacher conferences (November and April)

IMPORTANT LINKS

This Grade 5 program follows the Provincial Code of Conduct as well as the Provincial Homework Policy. For more information, please visit the following websites:

Code of Conduct:

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

Homework Policy:

https://www.ednet.ns.ca/files/ps-policies/Homework_Policy.pdf