

**Language Arts:** Language Learning continues to be infused in all areas of study. Students will continue to develop literacy skills as part of their daily journals, creating new knowledge while learning to use and recognize cross curricular connections with their own life experiences. Non-fiction, research writing, will connect to areas of Science and Social Studies. Students will take an active role in reading literacy, through daily structured reading, small group sessions, and guided practice.

**Mathematics:** As we continue to connect specific outcomes with real world situations, we will be delving deeper into problem solving. Students will develop problem solving skills that enable them to think critically and persistently, striving towards obtaining stronger conceptual understandings rather than just arriving at the correct answer.

- Grade 5
  - Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts.
  - Apply mental mathematics strategies for multiplication.
  - Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems.
  - Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems.
  
- Grade 6
  - Relate improper fractions to mixed numbers and mixed numbers to improper fractions
  - Demonstrate an understanding of ratio, concretely, pictorially and symbolically.
  - Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically.
  - Represent and describe patterns and relationships, using graphs and tables.
  - Demonstrate an understanding of the relationships within tables of values to solve problems.

**Science:**

**Classroom Chemistry**

Students will be learning:

- How to recognize and identify examples of mixtures and techniques for separating different materials
- Demonstrate a procedure for making a crystal
- Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids and substances that will dissolve in a liquid
- Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air
- Distinguish reversible from irreversible changes of materials, and give examples of each
- Recognize and describe evidence of a chemical reaction while providing an explanation on how the products of a reaction differ from the original substances
- Use an indicator to identify a solution as being acidic or basic

**Social:**

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**P.E:** Focussing on skills and activities connected to dance and gymnastics:

- perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- perform nonlocomotor skills, such as turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- select, perform and refine simple non-locomotor sequences
- consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship
- demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
- demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics opportunity to participate in Mission Impossible
- demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
- demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli

You can find out more information about the Alberta Program of Studies at:

<http://www.learnalberta.ca/content/mychildslearning/>