



# H. E. Bourgoin Middle School

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Dear Parents/Guardians,

Welcome to Grade 5 and welcome to H.E. Bourgoin Middle School. Some of you will have older children in the school and may already “know the ropes.” Others will be new to our school and will be interested in getting to know the staff and school routines.

Our goal this year will be to provide a safe and caring environment, while focusing on our curriculum. We encourage an open communication between you, the parent/guardian, and the school. To ensure that this goal is met, your child has been given the responsibility to review his/her agenda with you and get it **signed by you daily**. Please feel free to call the school, e-mail, or leave a message (for your child or staff member) at the office if you have any questions or concerns. Just a reminder, unless it is an emergency, we cannot accept phone calls during instructional time.

## COURSE OUTLINE

### Teachers

As well as the Grade 5 team, your child’s teachers are

- Mr. Symon– Physical Education
- Mrs. Zaugg– Music

### Enrichment & Enhancement (E<sup>2</sup>) and Exploratories

Enrichment & Enhancement (E<sup>2</sup>) are classes that support academic needs and interests in school. These classes begin in October and run until May.

Exploratories are offered three times a year. Your child will choose their exploratory just before each term begins. In each term, students get to choose one different exploratory class which will occur on Day 2.

### Student Behavioral Expectations

- Show respect for self, fellow students, teachers, guests, and property
- Be on time for class
- Complete housekeeping tasks daily (ie: returning forms on time, completion of homework, tests signed, etc.)
- Have all required materials for class (binders/books, homework, pencils, coloring materials, etc.)
- Safety of self and others in mind at all times
- 7 Habit of Happy Kids – (1) Be Proactive, (2) Begin With the End on Mind, (3) Put First Things First, (4) Think Win-Win, (5) Seek First to Understand, Then to be Understood, (6) Synergize, and (7) Sharpen the Saw

## **Computers**

All the general outcomes for Information Communication and Technology (ICT) will be addressed throughout the school year within the four core subjects (Language Arts, Science, Math and Social).

## **Assessment**

All assessments and evaluations of student achievement will be based on the outcomes outlined in the provincial Program of Study curriculum guides. The reporting of student achievement will be based on the achievement of these curriculum outcomes. Outcomes describe the specific knowledge, skills, and understanding that students are expected to learn and do by the end of a particular grade level.

To keep you updated on your child's academic progress,

- a. Your child has been given the responsibility of sharing with you completed assignments, quizzes and tests that he/she brings home.
- b. Progress reports will be sent home three times a year. These Progress Reports contain three pieces of information for each subject, all in accordance with the Alberta Education Program of Study:
  - *What your child has been learning*
  - *What your child has demonstrated and/or where your child has shown growth (strengths/growth)*
  - *Challenges your child may have or what areas he/she can focus on for the next term (next steps)*
- c. The PowerSchool Parent Portal will be made available to you and your child throughout the year except for times of progress report creation. You will be able to view your child's most recent assessment information during this week using this web-based home-to-school system link.
- d. Student-Led Conferences or Parent/Teacher Interviews will occur twice per year.

*Note: Progress Reports, PowerSchool Parent Portal, and what your child brings home for assignments, quizzes and tests are a part of an ongoing process of collecting and sharing information with you about your child's achievement and should not always be considered a final assessment. It is meant to guide conversations between you, your child and your child's teachers in terms of what successes your child should celebrate and what goals he/she needs to set.*

## **LANGUAGE ARTS 5**

There are six components in the Language Arts program, taught by each homeroom teacher. These are: listening, speaking, reading, writing, viewing, and representing.

### **General Outcomes for Language Arts include:**

- Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
- Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to respect, support, and collaborate with others.

Students will be exposed to a variety of literature including factual and fictional stories, poems, reports, cartoons, newspapers, etc. Students will also be taught grammar and will be expected to produce original work such as essays, poems, journal entries, and short stories.

**Specific Resources include:**

- Blended Structure and Style of Writing program
- Empowering Writers
- Daily 5 & CAFÉ – reading structure to be implemented all year
- Novel Studies - Prince of the Pond and Underground to Canada

**Time line:**

- **September:** Writing- note taking, descriptive sentences and paragraphs  
Reading – Daily 5 and CAFÉ strategies
- **October- December:** Reading/Writing-Prince of the Pond – novel study, comprehension skills and strategies
- **January-March:** Reading - Daily 5 and CAFÉ strategies  
Writing – paragraph and story writing
- **April, May and June:** **Reading/Writing** - Underground to Canada novel study– novel study, comprehension skills and strategies, and figurative language.

**\*Please note that this timeline is subject to change**

## SOCIAL STUDIES 5

In Social Studies, students develop their understanding of Canada. The Grade 5 Social Studies curriculum examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.

**Specific Resources include:**

- Voices of Canada – Pearson
- Atlases
- Library Resources and Internet Resources
- Newspaper articles

**The topics studied are:**

- 5.1 Physical Geography of Canada
- 5.2 Histories and Stories of Ways of Life in Canada
- 5.3 Canada: Shaping an Identity

We will also study Local and Current Affairs throughout the year. While we will study each section in the above order, topics will also be integrated to allow the students to incorporate various knowledge and skills from the Grade 5 curriculum.

**Time line:**

- **September – October:** Terry Fox, Map Reading, Physical Regions of Canada
- **November- December:** Remembrance Day, Physical Regions of Canada
- **January – March:** History of Canada
- **April-June:** Canadian Identity

**MATH 5**

In math, students will be introduced to the 'Math Daily 3' program, is a framework for structuring **math** time so students develop deep conceptual understanding and mathematical proficiency. Mini-lessons will be used to further teach specific concepts as the program unfolds. Various handouts will be given to students for each concept.

NOTE: All strands will be covered daily, all year. The year plan outlines a very general timeline.

**Time line:**

1. Number Strand  
▪ Develop Number Sense All Year
2. Patterns and Relations Strand All Year  
▪ Patterns  
▪ Variables and Equations
3. Shape and Space Strand All Year  
▪ Measurement  
▪ 3D and 2D Shapes  
▪ Transformation
4. Statistics and Probability Strand All Year  
▪ Data Analysis  
▪ Chance and Uncertainty

**Math at Home:**

At the beginning of each week, students will be given a new 'week' of Daily Math Practice to complete during the week and return it by the end of the week.

The following is a website that we will use in class, weekly. Students are encouraged to make use of these websites at home, for 20-30 minutes daily to help increase basic fact fluency and math skills. Students have a username and password for the website in their agendas. [www.prodigygame.com](http://www.prodigygame.com)

## SCIENCE 5

Science 5 will begin the year with Electricity and Magnetism and Mechanisms Using Electricity. The other themes we will study are Weather Watch, Classroom Chemistry and Wetland Ecosystems. Our science program relies heavily on hands-on experiments and investigation of the above topics.

### Specific Resources include:

- Edmonton Public Schools, Grade 5 Science
- Science Assessment Manual, Grade 5
- S&S Learning, Electricity, Grade 4-6
- S&S Learning, Magnets, Grade 3-5
- S&S Learning, Matter and Materials, Grade 4-6
- S&S Learning, Weather, Grade 4-6

### Time line:

#### **Weather Watch**                      *September-October*

- Observe, describe and interpret weather phenomena.
- Relate weather to the heating and cooling of Earth's surface.
- Investigate relationships between weather phenomena and human activity.

#### **Classroom Chemistry**                      *November- January*

- Describe the properties and interactions of various household liquids and solids and interpret their interactions.

#### **Electricity and Magnetism**                      *January-March*

- Demonstrate safe methods for the study of magnetism and electricity.
- Identify methods for measurement and control.
- Apply techniques for evaluating magnetic and electrical properties of materials.

#### **Mechanisms Using Electricity**                      *March-May*

- Construct simple circuits and apply an understanding of circuits to the construction and control of motorized devices.

#### **Wetland Ecosystems**                      *May - June*

- Describe the living and non-living components of a wetland ecosystem and interactions within and among them.