















2020-21 Learning Framework -5		September-December				January-June				
English Language Arts	What students will know, do and understand?	<b>Students will Understand...</b>  <i>Big Ideas</i>	<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Language and text can be a source of creativity and joy</li> <li>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world</li> <li>Texts can be understood from different perspectives and point of view</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Language and text can be a source of creativity and joy</li> <li>Using language in creative and playful ways helps us understand how language works</li> </ul>				<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens</li> <li>Texts can be understood from different perspectives</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Stories can be understood from different perspectives</li> <li>Using language in creative and playful ways helps us understand how language works</li> </ul>			
		<b>Months</b>	<b>Sept-Oct</b>	<b>Nov-Dec</b>		<b>Jan-Feb</b>	<b>March-April</b>		<b>May-June</b>	
		<b>Students will do / know...</b>  <i>Learning Standards</i>	<b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Access and integrate information and ideas from a variety of sources and from prior knowledge to build student understanding</li> <li>Use a variety of comprehension strategies before, during, and after reading to deepen understanding of text (<i>main ideas and supporting details</i>)</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Exchange ideas and perspectives to build shared understanding</li> <li>Use language in creative and playful ways to develop style</li> <li>Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</li> </ul>	<b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Consider different purposes, audiences, and perspectives in exploring texts; (<i>visualizing; questioning; predicting; summarizing</i>)</li> <li>Use personal experience and knowledge to connect to text and deepen understanding of themselves, their community, and the world (<i>predictions, connections, inferences</i>)</li> <li>Respond to text in personal and creative ways (<i>forms, functions and genres of stories</i>)</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use language in creative and playful ways to develop style</li> <li>Communicate in sentences and paragraphs</li> <li>Apply conventions of Canadian spelling, grammar, and punctuation (<i>development of paragraphs that have a topic sentence and supporting details</i>)</li> </ul>	<b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use a variety of comprehension strategies before, during, and after reading to deepen their understanding of text</li> <li>Apply a variety of thinking skills to gain meaning from texts (<i>making and explaining connections; summarizing, analyzing, and synthesizing</i>)</li> <li>Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences (<i>parts of speech: past, present, and future tenses</i>)</li> <li>Communicate in sentences and paragraphs</li> <li>Apply conventions of Canadian spelling, grammar, and punctuation (<i>development of paragraphs that have a topic sentence and supporting details</i>)</li> </ul>	<b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text</li> <li>Respond to text in personal and creative ways</li> <li>Recognize how literary elements, techniques, and devices enhance meaning in texts</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure sentence structure and grammar</i>)</li> <li>Develop and apply expanding word knowledge (<i>morphology, including roots, affixes, and suffixes</i>)</li> </ul>	<b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure sentence structure and grammar</i>)</li> <li>Develop and apply expanding word knowledge (<i>morphology, including roots, affixes, and suffixes</i>)</li> </ul>			
		<b>Students will be...</b>  <i>Core Competencies</i>	 <b>Communication:</b>		 <b>Thinking:</b>		 <b>Personal and Social:</b>			
	<b>Communicating</b> <ul style="list-style-type: none"> <li>I can listen to and contribute ideas in conversation</li> <li>I can ask questions to further my understanding</li> <li>I can present my ideas clearly in an organized way</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work with others to carry out a goal</li> <li>I can play an active role in a group</li> <li>I can reflect on our group efforts and our results</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I form ideas as I explore interests</li> <li>I build on others' ideas to create new things</li> <li>I keep working with ideas</li> <li>I use my strategies to think creatively</li> </ul>	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can explore and ask open-ended questions to gather information</li> <li>I can use criteria and evidence to make judgements</li> <li>I can develop and design different solutions</li> <li>I can give and received feedback and set goals</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can make goals, monitor progress, and celebrate my growth</li> <li>I can advocate for myself and my ideas</li> <li>I can recognize my feelings and use strategies to handle difficult times</li> <li>I can make choices that keep me happy, healthy and safe</li> </ul>	<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>I can describe who I am, and my positive qualities and strengths</li> <li>I can describe some of my values</li> <li>I can explain why I make specific choices</li> <li>I can explain how being in different groups helps me learn about myself</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can show respect, kindness and support for others</li> <li>I appreciate others' ideas and can stand up for what's right and fair</li> <li>I can use strategies to solve problems in peaceful ways</li> <li>I can contribute to my community and care for the environment</li> </ul>			

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Mathematics	What students will know, do and understand?	<b>Students will Understand...</b>  <i>Big Ideas</i>	<u>Numbers:</u> Number concepts to 1 million <u>Computational Fluency:</u> Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.			<u>Numbers:</u> Numbers describe quantities that can be represented by equivalent fractions. <u>Computational Fluency:</u> Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. <u>Patterning:</u> Identified regularities in number patterns can be expressed in tables. <u>Geometry &amp; Measurement:</u> Closed shapes have area and perimeter that can be described, measured, and compared. <u>Data &amp; Probability:</u> Data represented in graphs can be used to show many-to-one correspondence.		
		<b>Months</b>	<b>Sept-Oct</b>	<b>Nov-Dec</b>	<b>Jan-Feb</b>	<b>March-April</b>	<b>May-June</b>	
		<b>Students will do / know...</b>  <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>number concepts to 1 million</li> <li>addition and subtraction of whole numbers to 1 000 000</li> <li>addition and subtraction facts to 20 (extending computational fluency)</li> <li>duration, using measurement of time</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>multiplication and division facts to 100 (emerging computational fluency)</li> <li>multiplication and division to three digits, including division with remainders</li> <li>area measurement of squares and rectangles</li> <li>relationships between area and perimeter</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>one-step equations with variables</li> <li>rules for increasing and decreasing patterns with words, numbers, symbols, and variables</li> <li>single transformations</li> <li>one-to-one correspondence and many-to-one correspondence, using double bar graphs</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>decimals to thousandths</li> <li>addition and subtraction of decimals to thousandths</li> <li>whole-number, fraction, and decimal benchmarks</li> <li>equivalent fractions</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>probability experiments, single events or outcomes</li> <li>financial literacy – monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans</li> <li>classification of prisms and pyramids</li> </ul>	
		<b>Students will be...</b>  <i>Core Competencies</i>	 <b>Communication:</b>			 <b>Thinking:</b>		 <b>Personal and Social:</b>
<b>Communicating</b> <ul style="list-style-type: none"> <li>I can listen to and contribute ideas in conversation</li> <li>I can ask questions to further my understanding</li> <li>I can present my ideas clearly in an organized way</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work with others to carry out a goal</li> <li>I can play an active role in a group</li> <li>I can reflect on our group efforts and our results</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I form ideas as I explore interests</li> <li>I build on others' ideas to create new things</li> <li>I keep working with ideas</li> </ul> I use my strategies to think creatively	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can explore and ask open-ended questions to gather information</li> <li>I can use criteria and evidence to make judgements</li> <li>I can develop and design different solutions</li> <li>I can give and received feedback and set goals</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can make goals, monitor progress, and celebrate my growth</li> <li>I can advocate for myself and my ideas</li> <li>I can recognize my feelings and use strategies</li> <li>I can make choices that keep me happy, healthy and safe</li> </ul>	<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>I can describe who I am, and my positive qualities and strengths</li> <li>I can describe some of my values</li> <li>I can explain why I make specific choices</li> <li>I can explain how being in different groups helps me learn about myself</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can show respect, kindness and support for others</li> <li>I appreciate others' ideas and can stand up for what's right and fair</li> <li>I can use strategies to solve problems in peaceful ways</li> <li>I can contribute to my community and care for the environment</li> </ul>		

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<b>Socials</b>  What students will know, do and understand?	<b>Students will Understand...</b>  <i>Big Ideas</i>	<ul style="list-style-type: none"> <li>Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity</li> <li>The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</li> </ul>			<ul style="list-style-type: none"> <li>Demographic changes in North America created shifts in economic and political power</li> <li>People from diverse cultures and societies share some common experiences and aspects of life</li> </ul>		
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	<b>Students will do / know...</b>  <i>Learning Standards</i>	<ul style="list-style-type: none"> <li>Sequence objects, images, or events, and determine continuities and changes between different time periods or places (<i>resources and economic development in different regions of Canada</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Construct arguments defending the significance of individuals/groups, places, events, or developments</li> <li>Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (<i>levels of governments and, their main functions, and sources of funding</i>)</li> <li>Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes</li> </ul>		<ul style="list-style-type: none"> <li>Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (<i>the development and evolution of Canadian identity over time and the changing nature of Canadian immigration over time including discriminatory government policies and actions</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivation (<i>participation and representation in Canada's system of government</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (<i>We Are the Land</i>)</li> </ul>
	<b>Students will be...</b>  <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <b>Communication:</b> </div> <div style="text-align: center;">  <b>Thinking:</b> </div> <div style="text-align: center;">  <b>Personal and Social:</b> </div> </div>					
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<b>Science</b>	<i>What students will know, do and understand?</i>	<b>Students will Understand...</b> <i>Big Ideas</i>	<ul style="list-style-type: none"> <li>Multicellular organisms have organ systems that enable them to survive and interact within their environment</li> <li>Earth materials change as they move through the rock cycle and can be used as natural resources</li> </ul>				<ul style="list-style-type: none"> <li>Solutions are homogeneous</li> <li>Machines are devices that transfer force and energy</li> </ul>	
		<b>Students will ...</b> <i>Learning Standards</i>	<ul style="list-style-type: none"> <li><b>Question &amp; Predict:</b> demonstrate a sustained curiosity about a topic, observe, identify questions/problems to solve through scientific inquiry, make predictions about the findings</li> <li><b>Plan &amp; Conduct:</b> (with support) plan investigations to answer questions / solve problems, decide which variable should be changed and measured, choose appropriate data to collect, observe / measure / record data</li> <li><b>Analyze:</b> experience &amp; interpret the local environment, identify First Peoples perspectives, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, compare data with predictions, demonstrate an openness to new ideas and consider alternatives</li> <li><b>Communicate:</b> communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place</li> </ul>				<ul style="list-style-type: none"> <li><b>Question &amp; Predict:</b> demonstrate a sustained curiosity about a topic, observe, identify questions/problems to solve through scientific inquiry, make predictions about the findings</li> <li><b>Analyze:</b> experience &amp; interpret the local environment, identify First Peoples perspectives, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, compare data with predictions, demonstrate an openness to new ideas and consider alternatives</li> <li><b>Evaluate:</b> evaluate fairness of tests, identify sources of error, suggest improvements to methods, identify assumptions in secondary sources, demonstrate an appreciation of evidence, identify social /ethical / environmental implications of findings</li> <li><b>Apply and Innovate:</b> contribute in caring for self / community through individual / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate and introduce new ideas when problem solving</li> <li><b>Communicate:</b> communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place</li> </ul>	
		<b>Students will be...</b> <i>Core Competencies</i>	 <b>Thinking:</b>					
<b>Communicating</b>	 <b>Communication</b>	<b>Creative Thinking</b>	<b>Critical &amp; Reflective Thinking</b>	<b>Personal Awareness &amp; Responsibility</b>	<b>Positive Personal &amp; Cultural Identity</b>	<b>Social Awareness &amp; Responsibility</b>		
<ul style="list-style-type: none"> <li>I can listen to and contribute ideas in conversation</li> <li>I can ask questions to further my understanding</li> <li>I can present my ideas clearly in an organized way</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work with others to carry out a goal</li> <li>I can play an active role in a group</li> <li>I can reflect on our group efforts and our results</li> </ul>	<ul style="list-style-type: none"> <li>I form ideas as I explore interests</li> <li>I build on others' ideas to create new things</li> <li>I keep working with ideas</li> <li>I use my strategies to think creatively</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and ask open-ended questions to gather information</li> <li>I can use criteria and evidence to make judgements</li> <li>I can develop and design different solutions</li> <li>I can give and received feedback and set goals</li> </ul>	<ul style="list-style-type: none"> <li>I can make goals, monitor progress, and celebrate my growth</li> <li>I can advocate for myself and my ideas</li> <li>I can recognize my feelings and use strategies to handle difficult times</li> <li>I can make choices that keep me happy, healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>I can describe who I am, and my positive qualities and strengths</li> <li>I can describe some of my values</li> <li>I can explain why I make specific choices</li> <li>I can explain how being in different groups helps me learn about myself</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect, kindness and support for others</li> <li>I appreciate others' ideas and can stand up for what's right and fair</li> <li>I can use strategies to solve problems in peaceful ways</li> <li>I can contribute to my community and care for the environment</li> </ul>		

2020-21 Cadre pédagogique – 5 <sup>e</sup> année		Septembre-Décembre		Janvier-Juin			
<b>Français langue seconde - immersion</b>  <i>Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre?</i>	<b>Les élèves comprendront...</b> <i>Grandes idées</i>	<ul style="list-style-type: none"> <li>L'œuvre de fiction présente des éléments socioculturels et historiques adaptés par l'auteur.</li> <li>L'interaction avec autrui révèle des perspectives variées de la diversité humaine.</li> </ul>		<ul style="list-style-type: none"> <li>L'interprétation d'un texte dépend non seulement de son contenu mais aussi de sa structure et de son aspect visuel.</li> <li>La recherche de l'information à travers diverses sources offre différents points de vue et enrichit les connaissances et le vocabulaire.</li> </ul>			
	<b>Mois</b>	<b>Sept-Oct</b>	<b>Nov-Déc</b>	<b>Jan-Fév</b>	<b>Mars-Avril</b>	<b>Mai-Juin</b>	
	<b>Les élèves pourront faire / sauront...</b>  <i>Normes d'apprentissage</i>	<b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Distinguer l'objectivité de la subjectivité dans un texte</li> <li>Identifier les éléments culturels et historiques dans un texte, y compris les textes autochtones, pour le remettre en contexte</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Décrire les personnages en accord avec leurs actions et suivant le contexte socio-historique</li> </ul>	<b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Distinguer l'objectivité de la subjectivité dans un texte</li> <li>Dégager l'ambiance qui ressort d'une œuvre écrite ou de son adaptation audiovisuelle</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>S'appuyer sur des détails biographiques provenant de diverses sources pour reconstituer la vie d'un personnage</li> <li>Adapter son message en tenant compte de son intention et de son destinataire afin d'en assurer la compréhension</li> </ul>	<b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Analyser la relation d'interdépendance entre le texte et l'image</li> <li>Distinguer les idées secondaires des idées principales d'un texte</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Adapter son message en tenant compte de son intention et de son destinataire afin d'en assurer la compréhension</li> <li>Organiser et rédiger un texte en respectant les structures à l'étude</li> <li>Réviser ses travaux à l'aide d'outils de référence</li> </ul>	<b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Analyser la relation d'interdépendance entre le texte et l'image</li> <li>Distinguer les idées secondaires des idées principales d'un texte</li> <li>Obtenir et trier des informations de diverses sources pour en faire ressortir les éléments les plus pertinents</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Synthétiser les informations de différents textes</li> <li>Organiser et rédiger un texte en respectant les structures à l'étude</li> <li>Réviser ses travaux à l'aide d'outils de référence</li> </ul>	<b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Obtenir et trier des informations de diverses sources pour en faire ressortir les éléments les plus pertinents</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Synthétiser les informations de différents textes</li> <li>Organiser et rédiger un texte en respectant les structures à l'étude</li> </ul>	
<b>Les élèves seront...</b>  <i>Compétences essentielles</i>	 La compétence de communication		 La compétence de réflexion		 La compétence personnelle et sociale		
	<b>Interaction</b> <ul style="list-style-type: none"> <li>J'écoute les autres et je réagis à leurs suggestions.</li> <li>Je pose des questions pour obtenir l'information dont j'ai besoin.</li> <li>J'exprime mes idées clairement et d'une façon organisée.</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Je suis capable de travailler avec les autres pour atteindre un but commun.</li> <li>Je participe activement dans un groupe.</li> <li>Je peux évaluer la démarche et les résultats de notre groupe.</li> </ul>	<b>Pensée créatrice</b> <ul style="list-style-type: none"> <li>Je trouve de nouvelles idées lorsque je fais des choses qui m'intéressent.</li> <li>J'approfondis les idées des autres ou je les combine en de nouvelles idées.</li> <li>J'utilise des stratégies pour stimuler ma créativité.</li> </ul>	<b>Pensée critique et réflexive</b> <ul style="list-style-type: none"> <li>Je pose des questions ouvertes pour rassembler de l'information.</li> <li>Je peux utiliser des critères et des observations pour porter un jugement.</li> <li>Je peux examiner et développer différentes solutions.</li> <li>J'exprime et reçois des commentaires constructifs et me fixe des objectifs.</li> </ul>	<b>Conscience de soi et responsabilité personnelle</b> <ul style="list-style-type: none"> <li>Je me fixe des objectifs réalistes, emploie des stratégies pour les réaliser et persévère dans les tâches difficiles.</li> <li>Je défends mes intérêts et mes idées.</li> <li>Je reconnais mes émotions et j'utilise des stratégies pour les gérer.</li> <li>Je fais des choix positifs pour mon bien-être.</li> </ul>	<b>Identité personnelle et Culturelle positive</b> <ul style="list-style-type: none"> <li>Je peux décrire mes qualités, mes caractéristiques ou mes habiletés, et en être fier.</li> <li>Je suis capable d'expliquer la raison pour laquelle je fais certains choix.</li> <li>Je peux représenter certains aspects de ma culture et les groupes auxquels j'appartiens.</li> </ul>	<b>Responsabilité sociale</b> <ul style="list-style-type: none"> <li>Je peux tisser des liens et je suis un ami attentionné et qui soutient les autres.</li> <li>Je suis capable d'expliquer les raisons pour lesquelles une situation est juste ou injuste.</li> <li>Je peux utiliser des stratégies pacifiques pour résoudre des problèmes.</li> <li>Je contribue à ma communauté et prend soin de l'environnement.</li> </ul>