

**Topic**

Entry Points:

How do you effect the environment?

Outcomes:

Students understand how they impact the environment. Students become more aware on the environment they live in.

Experiences: Students hold a recycling day, students take better care of the environment through exploring the spaces they live in.

Pupil Voice:

Evaluation: Students complete tasks in science and STEAM in relation to environmental care.

**Math**

**Number & Operations – Fractions**

Use equivalent fractions as a strategy to add and subtract fractions.

**Week 1**

5.NF.A.1 - Add and subtract fractions with unlike denominators

5.NF.A.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators

**Week 2**

Apply and extend previous understandings of multiplication and division.

5.NF.B.3 - Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers

**Week 3**

5.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

**Week 4**

5.NF.B.5 - Interpret multiplication as scaling (resizing), by:

5.NF.B.5.A - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

**Week 5**

5.NF.B.7 - Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5.NF.B.7.A - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

5.NF.B.7.B - Interpret division of a whole number by a unit fraction, and compute such quotients.

**ELA**

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a concluding statement or section related to the information or explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events

D. Use concrete words and phrases and sensory details to convey experiences and events precisely

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]" )

W.5.11. Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Key Vocabulary**

**English:**

support, variety, describe, artifact, historical, geographical, setting, character, sympathetic, summarize, cite evidence, influence, create, passage, visualize, contrasts, specific, feedback, self-reflection, two-voice, paraphrase, inference, informative, explanatory, paragraph, essay, compares

**Math:**

Fraction, add, sum, subtract, difference, divide, share, quotient., multiply, product, denominators, numerator, mixed number, rational number, scaling, resizing, comparing, factor, unit fractions, whole numbers, non zero, convert, conversion, standard measurements, units, line plot, data, volume, solid figures, unit cube,

**Science:**

Photosynthesis, Cells, Environment, Decompose, Distribution

**Social Studies:**

support, variety, describe, artifact, historical, geographical, setting, character, sympathetic, summarize, cite evidence, influence, create, passage, visualize, contrasts, specific, feedback, self-reflection, two-voice, paraphrase, inference, informative, explanatory, paragraph, essay, compares

**Topic: Environmental Awareness**

***How do we interact with the environment and how can we impact to make it a better?***

**Grade 5 Term 2 Unit 1 (Week 1 – 5)**

**Science**

5LS1 1 support an argument that plants get materials they need for growth chiefly from air and water.

5LS2-1 develop a model to describe the movement of matter among plants, animals, decomposers and the environment.

**DT/FT**

Students will cook different recipes to develop their cooking skills set.

Students will learn about food hygiene and how to follow recipes.

Students will operate cooking equipment in a safe and correct manner.

**Visual & Performing Arts**

**Music:**

Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music

**ART:**

This term we will create and design a t-shirt applying the different elements and principles of art.

**Moral Education**

Taking responsibility for oneself and others.

What do we mean by responsibility?

I assume self-responsibility for my own good

Commit myself to helping others.

How can we help others?

The environment is my responsibility

**Social Studies**

Age of Discovery;  
Renaissance in Europe;  
The Devastation in Europe;  
Spanish Exploration;  
Early People of Central and South America;  
Changes in Europe – The French Revolution;  
Electricity Powering Globalization;  
Technology and Globalization;  
Game of Global Alliances – WWI  
The legacy of the Titanic

**ICT**

W3. Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document.

W4. Copy and paste text and images within a document, as well as from one document to another.

W5. Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).

E4. Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use.

E5. Explain Fair Use Guidelines for the use of copyrighted materials (e.g., text, images, music, video) in student projects.

IN5. Explain terms related to the use of networks (e.g., username, password, network, file server).

IN6. Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).

**National Identity**

What is your environment?

How students interact with environments in the UAE.

**PE**

This Term will focus in Team sports and athletic events such as Track and Field, Relay Races, Hurdling, Javelin Throw and Baseball.