

Our Collective Commitments

At Maryland Park School, our staff are committed to the following beliefs:

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an "I can" attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe every child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

Art Language and Tools	Creative Expression in Art	Understanding Art in Context	Valuing Artistic Experience
<ul style="list-style-type: none"> • Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts. • Students demonstrate understanding of and facility with visual art media, tools, and processes. • Students develop skills in observation and depiction. 	<ul style="list-style-type: none"> • Students generate and use ideas from a variety of sources for creating art. • Students develop original artworks, creatively integrating ideas and art elements, principles, and media. • Students finalize and share their original artworks. 	<ul style="list-style-type: none"> • Students experience and develop awareness of artworks from various times, places, social groups, and cultures. • Students experience and develop awareness of a variety of art forms, styles, and traditions. • Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities. 	<ul style="list-style-type: none"> • Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts. • Students analyze their own and others' artistic compositions. • Students construct personal interpretations of their own and others' artworks.

Our Grade 5/6 Team

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Bell Times

8:40 a.m. First Bell
8:45 a.m. Class Begins
11:30 a.m. - 12:30 p.m. Lunch
12:30 p.m. First Bell
12:35 p.m. Class Begins
3:20 p.m. Dismissal



MARYLAND PARK SCHOOL



Our Community. Our Pride. Our Future.

Grade 5/6

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:

<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents

<https://www.edu.gov.mb.ca/k12/mychild/index.html>

Our Mission

Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.

Maryland Park Grade 5/6 Learning Targets

English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

Language as Sense Making - Language as System - Language as Exploration and Design - Language as Power and Agency

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

Learning Targets

<u>Cueing Systems</u>	<u>Reading Comprehension & Reading Response</u>	<u>Writing</u>
<ul style="list-style-type: none"> • I can independently self-correct my reading. • I can use punctuation to make my reading sound fluent. (., !, ?, , , “ ”) • I can decode a word by breaking it into chunks to read what I know. • I can make my reading look right, sound right, and make sense. 	<ul style="list-style-type: none"> • I can self-correct my reading. • I can use an appropriate strategy to determine the meaning of a text • I can read fluently, with phrasing, pausing, and appropriate stress. • I can create an organized summary. • I can make predictions. • I can make connections to myself, the world, and other texts. • I can make inferences by thinking about what the writer means but has not said. • I can use examples of authors craft to state an opinion about what makes a text interesting. • I can ask questions about what I have read. • I can share my opinions about a text by supporting it with evidence from the text. (Grade 5) • I can identify and use text features to guide my understanding/purpose of a text. (Grade 6) • I can use examples of authors craft to state an opinion about what makes a text interesting. (Grade 5) • I can enhance my understanding of text by re-reading to search for important information. (Grade 6) 	<ul style="list-style-type: none"> • I can independently develop a clear main idea. • I can add relevant details to support my main idea. • I can organize my writing in a way that makes sense to the genre. • I can use a variety of transition words to connect my ideas. • I can use a variety of sentence structures in my writing. • I can use juicy words (description and detail) in my writing. • I can self-check/revise my work to enhance and make improvements. • I can edit my writing to include capitalization, punctuation, run-on sentences, incomplete sentences. • I can use appropriate verb tense. (Grade 6)

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

Learning Targets

<p>Cluster 1: Maintaining a Healthy Body</p> <ul style="list-style-type: none"> • I can describe how the systems of the body work together. • I can describe the types of nutrients in foods and their function in maintaining a healthy body. • I can identify what my body and mind need to live a healthy lifestyle • I can design a functioning representation of a body system. • I can explain the process of a body system at work. 	<p>Cluster 2: Properties of and Changes in Substances</p> <ul style="list-style-type: none"> • I can use related vocabulary in my investigations of properties and changes in substances. • I can use the Scientific Method to determine the change or reaction when substances interact with each other. • I can create a product that demonstrates my knowledge of properties and changes in substances.
<p>Cluster 3: Forces and Simple Machines</p> <ul style="list-style-type: none"> • I can recognize that simple machines have purpose in my everyday life. • I can investigate the purpose of simple machines • I can use the design process to create a product that incorporates simple machine technology. 	<p>Cluster 4: Weather</p> <ul style="list-style-type: none"> • I can use weather forecasts to be prepared. • I can use related vocabulary in my investigations of weather. • I can investigate severe weather phenomenon. • I can use the design process to construct a weather instrument.

Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>

Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

Number - Patterns and Relations - Shape and Space - Statistics and Probability

Learning Targets

<u>Grade 5</u>	<u>Grade 6</u>
<p><u>Number</u></p> <ul style="list-style-type: none"> • I can write a number up to 1 000 000 (using proper spacing and no commas). • I can describe the place value meaning of a digit in a number. • I can read numbers up to 1 000 000 (without using “and”). • I can write a number in expanded form. • I can write a number in word form. • I can write a number in standard form. • I can write the numeral when given a number in word form. • I can explain how multiplication and division are related. • I can use math strategies to multiply up to 9x9. • I can use math strategies to divide up to 81. • I can complete multiplication and division facts with fluency. • I can use a strategy to solve multi digit multiplication questions. • I can use a strategy to solve multi digit division questions. • I can demonstrate an understanding of fractions by using objects, pictures, and numerical representations. • I can demonstrate an understanding of decimals by using objects, pictures, and numerical representations (tenths, hundredths, thousandths). • I can convert a decimal to a fraction. • I can convert a fraction to a decimal (tenths, hundredths, thousandths). • I can order a set of decimals (tenths, hundredths, thousandths). • I can add decimal numbers. • I can subtract decimal numbers. <p><u>Patterns & Relations</u></p> <ul style="list-style-type: none"> • I can use a mathematical expression to represent a pattern. • I can solve a single variable equation. <p><u>Shape & Space</u></p> <ul style="list-style-type: none"> • I can choose the most appropriate unit of measure and justify my choice. <p><u>Statistics and Probability</u></p> <ul style="list-style-type: none"> • I can explain the difference between first-hand and second-hand data. • I can formulate questions that can be answered using first or second-hand data. 	<p><u>Number</u></p> <ul style="list-style-type: none"> • I can read numbers greater than 1 000 000 • I can read numbers as small as 0.001 (using “and” to represent the decimal) • I can write numbers greater than 1 000 000 • I can write numbers as small as 0.001 • I can explain the pattern in the place value system and use it to read and write large numbers. • I can give real life examples where large numbers and small decimal numbers are used. • I can list the multiples of whole numbers up to 100. • When given a product less than 100, I can list all possible factors. • I can identify and explain prime and composite numbers. • I can solve problems involving factors and multiples. • I can determine the lowest common multiple of two (3) numbers. • I can determine the greatest common factor between two (3) numbers. • I can relate improper fractions to mixed numbers and visa-versa • I can explain that an improper fraction and mixed number represent a quantity greater than 1. • I can express a percent as a decimal and fraction. • I can place a set of integers on a number line. • I can use a strategy to solve multi digit multiplication questions with decimals • I can apply the order of operations to solve a multi-step problem using whole numbers. (excluding exponents) <p><u>Patterns & Relations</u></p> <ul style="list-style-type: none"> • I can create a table of values. • I can use mathematical language and pictorial representations to describe the pattern. <p><u>Shape & Space</u></p> <ul style="list-style-type: none"> • I can plot points in the first quadrant of a Cartesian plane using whole-number ordered pairs. <p><u>Statistics and Probability</u></p> <ul style="list-style-type: none"> • I can select a method for collecting data to answer a question and justify my choice.

Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

Learning Targets

<p>Cluster 1: First Peoples</p> <ul style="list-style-type: none"> • I can learn about origin stories and theories of Canada’s First Peoples. • I can recognize differences in Indigenous cultures depending on region. • I can appreciate the diversity among Canada’s First Peoples. 	<p>Cluster 3: The Fur Trade</p> <ul style="list-style-type: none"> • I can understand the impact the fur trade had on Indigenous cultures. • I can explain why the fur trade was an important to the early development of Canada. • I can learn about the various groups involved in the fur trade. • I can describe the impact that the fur trade had on the historical development of Canada.
<p>Cluster 2: Early European Colonization (1600-1763)</p> <ul style="list-style-type: none"> • I can understand the impact colonization had on Indigenous cultures. • I can identify the reasons why Europeans came to North America. • I can learn about European explorers. • I can appreciate the struggles and contributions of the French, English and Indigenous Peoples of Early Canada. 	<p>Cluster 4: From British Colony to Confederation (1763-1867)</p> <ul style="list-style-type: none"> • I can understand the impact sharing the land had on Indigenous cultures. • I can understand how conflicts helped shape Canada. • I can learn about global factors that influenced to immigration to Canada. • I can appreciate my own historical roots in the formation of Canada as a multicultural nation.