



**The Dwight School**  
**Curriculum Handbook**  
**Fifth Grade**

## **THE DWIGHT SCHOOL MISSION STATEMENT**

The Dwight School, an internationally recognized college preparatory school with a rich tradition of academic excellence, trains its students to be leaders with a strong sense of community responsibility.

Every student has a spark of genius, and our goal is to nurture that potential. Kindling their interests, we strive to develop inquisitive, informed, and ethical citizens who, with a sense of global kinship, will take action to build a better world.

## **THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **INTRODUCTION TO CURRICULUM HANDBOOK FIFTH GRADE**

This handbook is designed for parents of children in grade 5. It contains important information about the knowledge, skills and understanding your child will cover during the year. The handbook is intended to be a reference resource for you, so that you feel better informed about the work your child is doing in class, and so that you are able to discuss it with him/her and the teacher more knowledgeably.

Research shows that parent support is one of the most important factors influencing your child's levels of attainment in school. Good communication between home and school is of great importance to us. If you have any questions about your child's attainment levels, his/her home or class work, or would like to discuss any aspect of the curriculum, please contact your child's teacher or the Dean.

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## **1. SCHOOL PHILOSOPHY: THE PRIMARY YEARS PROGRAM**

The Primary Years Program (PYP), for students aged 5 to 12, focuses on the development of the whole child, in the classroom but also in the world outside, through other environments where children learn. It offers a framework that meets children's several needs: academic, social, physical, emotional and cultural.

The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment strategies.

At the center of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes and action. Six organizing themes help teachers and children explore these elements in the broadest sense of the word. Teachers and students use key questions that are concept based to structure the Units of Inquiry. They acquire and apply transdisciplinary skills while developing an understanding of these important concepts. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the program.

## 2. LANGUAGE ARTS

### Word Level Work

#### *Phonological Awareness, Phonics and Spelling*

The students will:

1. read and spell words through
  - correct reading and spelling of high frequency words
  - identifying syllabic patterns in multi-syllabic words
  - using phonetic / spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts
  - recalling the high frequency words
2. use independent spelling strategies, including
  - sounding out and spelling using phonemes
  - using visual skills, e.g. recognizing common letter strings and checking critical features (i.e. does it look the right shape, length, etc.)
  - building from other words with similar patterns and meanings, e.g. *medical, medicine*
  - spelling by analogy with other known words, e.g. *light, fright*
  - using word banks, dictionaries
  - spell words within common letter strings but different pronunciations, e.g. *tough, through, trough, plough, hour, journey, could, route, four*
  - collect / classify words within common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone*; investigate origins and meanings
  - practice extending, and compounding words through adding parts, e.g. *ful, ly, if, tion, ic, ist*; investigate links between meaning and spelling
  - distinguish the two forms: *its* (*possessive no apostrophe*) and *it's* (*contracted it is*) and use these accurately in own writing

#### *Vocabulary Extension*

The students will:

1. define familiar vocabulary and unit vocabulary in their own words, using alternative phrases or expressions
2. manipulate context of vocabulary words by using them in different styles of writing
3. use 3<sup>rd</sup> and 4<sup>th</sup> place letters to locate and sequence words in alphabetical order
4. use a rhyming dictionary and dictionary of idioms, e.g. in poetry
5. use thesaurus for writing a variety of interesting words in compositions, poetry, reflections, etc.

6. know the way in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify*, etc.; investigate spelling patterns and generate rules to govern the patterns
7. use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then*
8. explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g. *prince/princess, fox/vixen, king/queen*
9. understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless, frock*
10. define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes
11. know a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash...able, hope...ful, shock...ing, child...like, hero...ic, note...worthy*
12. investigate compound words and recognize that they can aid spelling even when pronunciation obscures it, e.g. *handbag, cupboard*
13. understand how diminutives are formed i.e. suffixes: e.g. *-ette*; prefixes: eg *mini*; adjectives: eg *little*; nouns: eg *sapling*; and nicknames, e.g. *Jonesy*

### **Sentence Level Work**

#### *Grammatical Awareness*

The students will:

1. re-read own writing, silently and out-loud, to check for grammatical sense (coherence) and accuracy (agreement); identify errors and suggest alternative constructions
2. listen to their own work as it is read aloud to them by another student
3. investigate verb tenses (past, present and future):
  - compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. *when the circuit is...*); forecasts/ directions etc. in future. Develop awareness of how tense relates to purpose and structure of text
  - understand the term "tense" (i.e. that it refers to time) in relation to verbs and use it appropriately
  - understand that one test of whether a word is a verb is whether or not its tense can be changed
4. identify the use of powerful verbs, e.g. "hobbled" instead of "went", e.g. through close procedure
5. identify adverbs and understand their functions in sentences through :
  - identifying common adverbs with *ly* suffix and discussing their impact on the meaning of the sentences
  - noticing where they occur in sentences and how they are used to qualify the meaning of the verbs, adjectives or other adverbs

- collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly*; light: *brilliantly, dimly*
  - investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house...ly*
  - using adverbs with greater discrimination in own writing
6. link work on expressive and figurative language in stories and poetry:
    7. constructing adjectival phrases
    8. examining comparative and superlative adjectives
    9. comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*)
    10. relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est*)
    11. relating them to adverbs which indicate degrees of intensity (e.g. *very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot
  7. understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralization and that these are important clues for identifying word classes

### *Sentence Construction and Punctuation*

The students will:

1. identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading
2. practice using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing
3. use the apostrophe accurately to mark possession through:
  - identifying possessive apostrophes in reading and to whom or what they refer to
  - understanding that basic rules for apostrophizing singular nouns, e.g. *the man's hat*; for plural nouns ending in "s", e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground*
  - distinguishing between uses of the apostrophe for contraction and possession
  - beginning to use the apostrophe appropriately in their own writing
4. understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones
5. recognize how commas, connectives and periods, are used to join and separate clauses; to identify in their writing where each is more effective
6. understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.:
  - the order of words
  - verb tenses

- additions and/or deletions of words
- 7. changes to punctuation
- 8. use of connectives, e.g. adverbs, adverbial phrases, conjunctions, structure a argument, e.g. “if...then”, “on the other hand..”, “finally”, “so”
- 9. edit own work and peer edit, looking for run-ons, fragments and proper meaning

## **Text Level Work**

### *Reading Comprehension*

The students will:

1. investigate how settings and characters are built up from small details, particularly at the start of a story, and how the reader responds to them
2. identify the main characteristics of the key characters(e.g. protagonist and antagonist), drawing on the text to justify views, and using the information to predict actions
3. explore chronology in narrative using written or the media texts, by plot mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others in detail
4. prepare, read and perform play scripts; compare organization of scripts with stories – how are settings indicated, story lines made clear?
5. chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded
6. compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences
7. understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail
8. understand setting as time and place in a story
9. understand how settings influence events and incidents in stories and how they affect characters’ behavior
10. compare and contrast settings across a range of stories; to evaluate, form and justify preferences
11. identify social, moral, cultural issues in stories, e.g. the dilemmas faced by the characters or the moral of the story, and discuss recurring themes where appropriate
12. read stories from other cultures, by focusing on e.g. differences in place, time, customs, relationships; identify and discuss recurring themes where appropriate
13. understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative / descriptive examples; locate use of simile, metaphor, personification
14. recognize how certain types of texts are targeted at particular readers; identify intended audience

15. write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution
16. identify clues which suggest poems are older or from another country, e.g. language use, vocabulary, archaic words
17. identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively
18. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration, onomatopoeia
19. describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme
20. recognize some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs
21. read further stories or poems by a favorite writer, making comparisons and identifying familiar features of the writer's work
22. describe and review own reading habits through monthly reading goals, and widen reading experience beyond classroom requirements and books for pleasure
23. understand and identify person (first, second, third) and from who's point of view the story is told
24. experiment with various ways to articulate their personal opinion/ reaction to story/ elements of story (writing, verbal explanation, visual interpretation, etc.)
25. help other students to make meaning from a text through student-monitored literature circles

### *Writing Composition*

The students will:

1. use different ways of planning stories, e.g. using brainstorming, note-taking, diagrams
2. plan a story identifying the stages of its telling
3. write character sketches, focusing on small details to evoke sympathy or dislike
4. write independently, linking own experience to situations in historical stories, e.g. How would I have responded? What would I do next?
5. write play scripts, e.g. using own stories or read stories as basis
6. write poems based on personal or imagined experience, linked to poems read; list brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs
7. produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganizing words and lines, experimenting with figurative language
8. use paragraphs in story writing to organize and sequence the narrative
9. develop settings in own writing, making use of work on adjectives and figurative language to describe settings effectively
10. write persuasive essays, using and manipulating language and factual information to support statements of their opinion

11. write expository essays, choosing specific words to best articulate meaning and instruction
12. write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes
13. write own examples of descriptive, expressive language based on those read
14. edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reason for editorial choices
15. write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story
16. write personal reflections on poetry, art, quotations and other cultures discussed in class
17. write five-paragraph essays with thesis statements
18. practice writing well-constructed, meaningful in-class essays—organizing ideas in sequence in their head, without a formal brainstorming/outlining procedure
19. write personal self-assessments about their growth, both academically and socially each trimester
20. practice note-taking skills, both “quick-form”—from the board or from conversation, and “long form”—for research purposes

## **Non-Fiction**

### *Reading Comprehension*

The students will:

1. identify different types of text, i.e. their content, structure, vocabulary, style, lay-out and purpose
2. identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently
3. select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information
4. understand and use the terms *fact* and *opinion*; begin to distinguish the two in reading and other media
5. identify the main features of newspapers, including lay-out, range of information, voice, level of formality, organization of articles, advertisements and headlines
6. predict newspaper stories from the evidence of headlines, making notes and then checking against the original
7. identify features of instructional texts including:
  - noting the intended outcome at the beginning
  - listing materials or ingredients
  - clearly set out sequential stages
  - language of commands, e.g. imperative verbs
8. investigate how reading strategies are adapted to suit the different properties of Information Technology texts, i.e. those which are scrolled and non-linear in structure;

incorporate sound or still and moving images; can be changed; have a spatial dimension

9. appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents, list
10. prepare for factual research by reviewing what is known, what is needed, what is available and where one might search
11. scan texts in print or screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarizing text
12. mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these
13. identify how and why paragraphs are used to organize and sequence information
14. identify from the examples the key features of explanatory texts:
  - purpose: to explain a process to answer a question
  - structure: introduction, followed by sequential explanation, organized into paragraphs
  - language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
  - presentation: use of diagrams, other illustrations
15. read, compare and evaluate examples of arguments and discussions, e.g. environment, animal welfare
16. know how arguments are presented, e.g. ordering points to link them together so that one follows from another; know how statistics, graphs, etc. can be used to support arguments
17. from examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader
18. evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words
19. summarize a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

### 3. MATHEMATICS

The goal of our math curriculum is to produce mathematically powerful thinkers and problem-solvers who are confident and feel comfortable using mathematics in their daily lives. Therefore students not only learn basic computation skills, but they also are involved in more than the “how-to” of basic arithmetic skills; they are involved in multiple day projects and explorations that link ideas and concepts from several strands of mathematics into and integrated whole that makes sense. We focus not just on answers but on students’ ways of thinking and we are more interested in their reasons and explanations for solutions and discoveries, not whether or not everyone gets the same solution in the same way. Mental math is practiced everyday to imprint mathematical information on the brain. When given the opportunity to investigate computation problems, students construct deep understanding and many, flexible ways of handling numbers. With this approach students develop autonomy and a more complete understanding of mathematics, i.e., a strong foundation for our technology-based society.

#### **Concept:**

##### *Number Sense*

The students will

1. use appropriate math vocabulary
2. use computation and estimation to solve problems
3. select and use appropriate method for computing
4. explore discrete mathematics by using and explaining Venn diagrams
5. use mental math to solve computation problems
6. represent numerical relationships in one- and two-dimensional graphs
7. develop, analyze, and explain procedures for computing, estimating, and solving proportions
8. explore discrete math by continuing number patterns and sequences
9. know and understand place value, including in the context of money
10. identify and demonstrate understanding of number theory
11. develop algorithms to solve problems
12. compute with whole numbers, decimals, and fractions, including numbers having multiple digits
13. estimate to check the reasonableness of results
14. use and describe different strategies to estimate quantities
15. investigate and describe relationships among fractions and decimals and percents
16. represent numbers and their relationships on a number line
17. understand and explain how operations relate to one another
18. understand and model fractional parts
19. round fractions to the nearest whole number
20. compare and order whole numbers, fractions, and decimals
21. use operations involving integers (including negative numbers)
22. explain and appreciate other number systems

### *Algebraic Thinking*

The students will:

1. represent situations and number patterns with tables and graphs, and explore the interrelationships of these representations
2. write and develop multi-step word problems
3. develop algebraic expressions to represent mathematical relationships in word problems
4. demonstrate an ability to solve linear equations, using concrete, informal, and formal methods
5. explore number patterns, using a calculator
6. construct expressions or equations that model problems
7. write equations to represent a situation and to solve problems
8. write number sentences, using fractions and whole numbers
9. use order of operations to solve problems mentally
10. describe, extend, analyze, and create a wide variety of patterns
11. explore and describe a variety of ways of solving equations, including hands-on-activities, trial and error, and numerical analysis
12. apply algebraic methods to solve problems
13. understand and apply the concepts of the variable, set, subset and equation

### *Geometry and Measurement*

The students will:

1. identify, draw, describe, compare, and classify geometric figures
2. know values of money
3. compute with measurements – English and metric systems
4. describe the meaning and use length, perimeter, area, weight, mass, volume, and capacity
5. solve problems using area, perimeter, volume and surface area
6. calculate perimeter, area, and volume of geometric shapes
7. use proportional reasoning to solve and create measurement problems
8. represent and solve problems, using geometric models
9. compare characteristics of related geometric shapes
10. use mathematical relationships to determine degrees in angles of a triangle
11. explore the relationship of degrees to radians in a circle
12. use pi as a numerical value in relation to work with circles
13. use a coordinate grid to locate ordered pairs and interpret information
14. use metric units to describe length
15. convert values using the metric system
16. use a compass, ruler, and protractor to construct simple plane figures, including angles and circles
17. identify types of angles, and name them by using letters
18. draw and label congruent segments, angles, figures
19. explore and describe transformations of geometric figures
20. measure angles using a protractor

*Data Analysis: Statistics and Probability*

The students will:

1. devise a plan, collect, organize, and describe data systematically
2. construct, read, and interpret tables, charts and graphs
3. evaluate arguments that are based on data analysis
4. find and describe the average of given data
5. make predictions that are based on experimental or theoretical probabilities
6. calculate and combine probabilities to solve real-life problems
7. make predictions from generalizations, hypotheses, rules, and conjectures based on data that are organized in tables, charts, or diagrams
8. use logical reasoning to solve problems
9. solve elimination-grid logic problems
10. model situations by devising and carrying out experiments or simulations to determine probabilities
11. make inferences and convincing arguments that are based on data analysis

#### 4. UNITS OF INQUIRY

##### **Transdisciplinary Theme: *Who We Are***

###### ***Title: Changes and Choices***

Subject focus: PSPE, Social Studies, Science

Central idea: Social, emotional and physical changes occur when people enter adolescence.

Inquiry into:

1. the reproductive system and puberty
2. the rites of passage in various cultures and societies
3. peer-pressure and making responsible choices

##### **Transdisciplinary Theme: *Where We Are in Time and Place***

###### ***Title: Dig in!***

Subject focus: Social Studies, Science

Central idea: Archaeologists can gather information and propose theories about the beliefs, abilities and location of a civilization through the examination of its artifacts.

Inquiry into:

1. methods of archaeological exploration
2. analysis of artifacts as clues to the elements of a civilization
3. elements and factors that define a culture of civilization
4. objects, symbols and icons as indicators of culture

Case study: Ancient Egypt

##### **Transdisciplinary Theme: *How We Express Ourselves***

###### ***Title: Building Suspense***

Subject focus: Language Arts, Drama

Central idea: Mysteries are solved by gathering facts, analyzing clues, and using all available evidence to develop a logical conclusion.

Inquiry into:

1. logical problem-solving, sequential reasoning and analysis
2. forensic science – fingerprint analysis and blood-typing
3. dialogue writing
4. persuasive writing
5. character development and performance

**Transdisciplinary Theme: *How the World Works***

***Title: Just a Thought?***

Subject focus: Science, PSPE, Language Arts

Central idea: The human brain's ability to receive, store, and transmit information is affected by many factors.

Inquiry into:

1. neurological physiology
2. factors that affect brain function
3. different learning styles and multiple intelligences
4. measures and assessment of acquired knowledge

**Transdisciplinary Theme: *How We Organize Ourselves***

***Title: Follow the Leader***

Subject Focus: Social Studies, PSPE

Central idea: The nature of all organized groups of people is to cultivate conditions for leaders to emerge.

Inquiry into:

1. characteristics of leaders
2. different styles of leadership
3. social conditions which require or promote leadership
4. effects of absence of leadership
5. conditions of the rise to power of famous leaders

**Transdisciplinary Theme: *Sharing the Planet***

***Title: Human Impact on the Environment***

Subject focus: Science

Central idea: Our actions affect the survival of our planet and its organisms.

Inquiry into:

1. Use of sustainable resources
2. Threats to animal survival
3. How human activity affects the availability of water

## 5. FOREIGN LANGUAGE

The Foreign Language Program is structured around the units of inquiry, with learning activities geared to the student's cognitive level and interest. French or Spanish are taught in a meaningful communicative context, using role-play, games, songs and rhymes, arts and crafts. The activities incorporate opportunities for movement, physical activity, and concrete manipulation. As the students' level progresses, the language will become a communication tool during other activities in class. Evaluation takes place frequently and regularly in a manner consistent with the objectives of the class.

The students will :

1. practice and reinforce the language patterns and vocabulary learned in the previous grades
2. learn the numbers 1-100, the colors, the days of the week, the months, body parts, clothing and animals in the environment
3. explore and learn about countries where French or Spanish are the main language spoken
4. understand the target language, spoken for 90% of the time during the lessons, and establish it as the language of classroom communication in order to enhance the development of speaking skills
5. participate in special activities during French week
6. produce a short theater play
7. read, write and produce simple phrases

## 6. MUSIC

The focus is on music history and appreciation, with a study of the Baroque era and its accompanying sociological, political, religious, artistic, and historical aspects. Theory study is continued on a more sophisticated level, including fluency with musical vocabulary. Students give oral presentations on music they have heard as well as written concert reports. All 5<sup>th</sup> graders sing weekly in chorus, with repertoire representing Baroque music, world music, classic Broadway theater, and contemporary American music.

In all grades, students will have the opportunity to perform for their peers in class, offering important reinforcement to the child who performs while fostering an interest in performance for the other children.

## 7. ART

The Art Program explores many forms and styles of art and uses many different media. Through the years in Timothy House, the students acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skillful, their ability to discuss, critique and compare becomes more sophisticated. The students are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The students will:

1. combine an increased understanding of abstract concepts with observational skills that integrate the Units of Inquiry
2. learn to interpret their surroundings through direct and interpretive architectural studies
3. learn more sophisticated concepts, such as perspective
4. explore art elements and principles of design in advertising

## 8. PHYSICAL EDUCATION

The physical education program is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, values, morals, attitudes are emphasized. The students will also do exercises in the classroom as they take breaks during the day.

The students will:

1. develop and refine basic techniques in running and jumping
2. measure, compare and improve their own performances
3. be given the opportunity to understand and play small-sided games and simplified versions of recognized competitive team and individual games
4. learn common skills and principles, including attack and defense, striking and fielding
5. refine the skills of sending, receiving, striking and travelling with a ball in team and individual games
6. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
7. begin to recognize and explain which exercise or drill uses a particular muscle, e.g. *push-ups/arm muscles*

## **9. COMPUTER TECHNOLOGY**

The Timothy House capitalizes on the natural enthusiasm of children for exploring new ideas, taking risks, solving problems and manipulation concrete materials. Therefore the information technology program is a natural conduit for developing these capacities and for helping children to develop the understanding the role that the computer will play as the long life learning tool. Students progressively develop skills and confidence as they use the computer for a wide range of educational activities.

### **Technological Awareness**

The students will:

1. identify parts of the computer
2. understand the fundamentals of how the computer works
3. use the mouse to point, click and drag
4. open and close folders, files, windows and applications
5. scroll to see hidden parts of a window
6. choose from the menu bar at the top
7. choose a network printer

### **Networking skills**

The students will:

1. log on/off
2. access and open programs on the net work
3. save and retrieve projects using various folders
4. print documents to a network printer

### **Internet Skills**

The students will:

1. recognize the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar
4. use search engines

### **Keyboard Skills**

The students will:

1. use formal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys
3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, most keys introduced

### **Word-processing Skills**

The students will:

1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text
4. change margins, columns and lay-out

### **Drawing Skills**

The students will:

1. create and manipulate images, using pencils, colors, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing

### **Multimedia Skills**

The students will:

1. combine text boxes with graphics
2. import and modify pictures

## **10. HOMEWORK POLICY**

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all students in the Timothy House. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All students are expected to complete the daily homework. In fifth grade, students will be given approximately 30 to 45 minutes of homework each day.