Mona Preparatory School
Grade 5 Curriculum Guide
Term 1 (2020)

MATHEMATICS

Number

- Identify and distinguish between counting, whole, odd, even, prime, composite and fractional numbers.
- Identify and write Roman Numerals.
- Distinguish between value, place value and face value of a number.
- Read and write whole numbers up to eight digits in standard form and expanded notation.
- Identify the place values of thousand, hundred, ten, tenth, hundredth or thousandth in numbers.
- Identify the factors of a number and common factors of two given numbers.
- Identify multiples of a number and the common multiples of two or more numbers.
- Describe a set as being finite, infinite or empty set.
- Describe a set.
- Apply the concept of types of sets to differentiate between types of numbers.
- Name and list members of any given set
- Classify and show the differences between sets.
- Represent sets on Venn diagram.
- Show set relationships using appropriate symbols.

Measurement

- Determine the decade/century in which an event took place given the year of the event.
- Calculate the time interval between two events.
- Perform the four operations on units of time.
- Record temperatures above or below zero.
- Tell the difference between two temperatures when one or both is below zero.
- Differentiate between the use of the millimetre, centimetre, decimetre, metre and kilometre in measurement situations;
- Recognize and use the relationships among the millimetre, centimetre, decimetre, metre and kilometre;
- Recognize and use the relationships among the gram, kilogram and tonne;
- Choose and use the most appropriate metric units and their abbreviations in a given measurement situation.
- Conversion between units of measurement (time, length, liquid and mass).

Geometry

- Differentiate, describe and draw parallel, perpendicular and intersecting line segments.

- Identify an angle as being acute, right, obtuse or reflex.

- Use 45°, 90° and 180° as benchmarks to estimate the size of angles.
- Use a protractor to measure to the nearest degree the size of angles.

Statistics

- Represent data using bar graphs, double bar graphs, pictographs, pie chart and line graphs
- Discuss the appropriate uses of various tables and graphs.
- Draw pictographs, line graphs, bar graphs, to show given data and interpret such graphs.
- Discover that a sample may be too small and why.
- Develop the concept of fair and bias in sampling.
- Use a given sample to make claims about a larger population.
- Develop questionnaire and use them to collect data.
- Use technology to facilitate data retrieval and organization.

SOCIAL STUDIES-

Our Common Heritage

Europeans and Africans in Jamaica

- Define and use correctly the concepts/terms: ancestors, colonisation, Middle Passage, enslavement, plantation, emancipation
- Recall the meaning of the term ethnic group
- Identify the ethnic groups that came to the Caribbean and their reason for coming.
- Locate on a map of the world the countries of origin of the ethnic groups.
- Compare the needs and wants of Europeans and Africans on the plantation and describe how these were met.
- Use mathematical skills to construct a timeline illustrating when the different ethnic groups came to the Caribbean.
- Propose ways to show the significance of emancipation in Caribbean history
- Demonstrate awareness of the reasons for ethnic diversity among Caribbean people.
- Define and use correctly the concepts/terms: rebellion, Maroon, descendants, nation builder, national hero
- Locate maroon communities on a map of Jamaica and put forward reasons for the sites selected by the Maroons

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National Heroes

- Give a brief description of the life of Nanny of the Maroons, Sam Sharpe, Paul Bogle and George William Gordon
- Examine the activities of Nanny of the Maroons and Sam Sharpe in the fight for freedom and draw conclusions about their roles in the fight for freedom.
- Research the activities of Paul Bogle and George William Gordon to draw conclusions about their roles in bringing about change after emancipation
- Use lessons learnt from the lives and activities of our national heroes to inform personal decisions
- Identify the major changes in Jamaica after the Morant Bay Rebellion

Caribbean Culture – dance, music, language, dress, religion, food

- Define concepts/terms and use correctly: culture, heritage, Caribbean identity, cultural diversity.
- Outline major historical events that are associated with the arrival of the various ethnic groups
- Categorise different aspects of Jamaican and Caribbean culture (dance, music, language, dress, religion, food) according to ethnic groups
- Identify similarities and differences in the culture of the Caribbean people
- Examine various sources and draw conclusions about the benefits of aspects of Caribbean culture to Jamaica and the rest of the region
- Propose ways that can be used to preserve and promote Caribbean culture among Caribbean people
- Gather information from various sources on the culture (music, food, language, dance)of a selected Spanish (Cuba) and French (Haiti) island and then compare the culture of these islands with Jamaican culture
- Demonstrate an appreciation for the Jamaican and Caribbean culture
- Compile and arrange alphabetically a list of sources including, author, title, type of source
- Show tolerance for various cultural expressions

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SCIENCE

Unit 1 Forces and Work

- Investigate the effects of forces (pushes/pulls/turns)
- Investigate the relationship between the mass of an object and the force needed to move it.
- Classify the forces as push, pull or turn
- Infer that work is done when a force causes movement
- Deduce when work/no work is done, even with forces acting
- Construct devices that are powered by simple push, pull or turn
- Identify some types of forces- upthrust, gravity and air resistance.
- Assess the effect of friction on daily life
- Investigate the effects of friction and how these may be reduced

Unit 2 Energy Forms

- Operationally define the term energy
- Identify the sun as the main source of energy.
- Show an understanding that energy is required for all work
- Assess the impact of increased technology on energy use
- Justify the need for energy conservation
- Suggest options for conserving energy
- Communicate scientific information on energy forms
- Make and record observations of energy forms
- Relate selected sources of energy to their corresponding energy forms
- Research for specified information on energy sources
- Changing energy forms from one form to the next
- Operationally define the terms conduction, convection and radiation
- Connect the flow of heat with differences in temperature
- Investigate the ways in which heat is transferred
- Communicate scientific information on heat transfer
- Predict outcomes of investigations on heat transfer
- Differentiate between conductors and insulators
- Assess the usefulness of conductors and insulators in everyday life

LANGUAGE ARTS

Grammar

- Distinguish between the simple and complete subject and predicate of a sentence
- Use interjections and exclamation mark appropriately
- Use appropriate transitional words in oral and written communication
- Convert statements in to direct speech + Use appropriately, capital letters, question marks and quotation marks

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- Use correctly verb tenses and agreement rules
- Use the most appropriate noun phrase to complete sentences
- Use adverbs correctly to modify simple sentences

Writing

- Identify and use onomatopoeia for impact
- Use knowledge of the writing process to prepare drafts
- Compose simple expository pieces
- Sort and classify ideas for writing in a variety of ways
- Develop several linked paragraphs using a variety of strategies and organisational patterns
- Identify and order main ideas and supporting details
- Produce revised drafts based on content, organisation, style and use of conventions
- Write longer and more complex texts using a number of forms

Word Recognition

- Apply appropriate word structure clues such as prefixes, suffixes and inflectional endings to decipher meaning.
- Use knowledge of letter clusters, syllables to spell unfamiliar/grade level words Use a dictionary to verify the inferred meaning of word
- Use knowledge of words, roots, derivations and spelling patterns to read and understand unknown words
- Identify strategies found most useful before, during and after reading

Comprehension

- Identify authors' purpose when reading texts
- Apply appropriate elements of fluency (accuracy, speed and prosody) to decipher meaning
- Develop an understanding of text organization and structure to assist in comprehension (topic sentence and supporting sentences
- Extend and expand comprehension by relating the text to other texts experiences, and events. Demonstrate an awareness of varying interpretations of the same text

Speaking and Listening

- Listen to recall / recount specific information
- Listen to and communicate understanding of intended messages

- Translate common JC phrases to SJE
- Participate in discussions and react sensitively to other speakers
- Prepare and deliver narrative presentations that establish point of view and relate events in an effective sequence
- Selectively use JC or SJE depending on audience and context
- Actively participates in discussion and react sensitively to other speakers
- Use ICT tools to research and communicate information

Research or Study Skills

- Use external and internal text features to locate information
- Comment on the function of external and internal text features in texts
- Use information from illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables to assist in comprehension of text.
- Identify important details related to research activity
- Show greater responsibility for specific tasks in the basic research process
- Express appreciation for the contribution of their peers during collaborative activities