



Canadian International School of Hong Kong



Grade 5 2017-2018 Grade Level Guide

*To inspire excellence, cultivate character,
and empower engagement locally and globally*

Welcome to Grade 5!



Dear parents and students of Grade 5,

Welcome to Grade 5! We trust that you will find this guide informative and helpful. It provides an overview including key staff, important dates and areas of focus in the curriculum.

Project Innovate is just one highlight that Grade 5 is excited to facilitate. Authentic, project-based learning will be embedded through each Unit of Inquiry in the classrooms, in the new Innovation Lab, and through after-school activities. Learning will focus on hands-on, critical thinking engagements related to sciences, technology, engineering, arts and math. Specialist teachers, including visual and performing arts, as well as our Learning and Teaching Technology Team, are collaborating to bring our students highly motivating, creative and dynamic experiences that will prepare them for future success in the 21st century.

Our team will communicate with you on a regular basis throughout the year. We encourage you to subscribe to your child's homeroom blog, where essential information, pictures and additional links are updated each week. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals, including Curriculum Night, the Student-led Learning Review and 3-Way Learning Review.

Please do not hesitate to contact your child's homeroom teacher, specialists or the grade-level Learning Leader if you require clarification or further information. It is our hope that we will build a partnership by encouraging regular communication between home and school. We look forward to working closely with you this year.

Grade 5 Team

Subject Area	Name	Email
Learning Leader	Robert Minor (5C)	robertminor@cdnis.edu.hk
Class Teacher	Andrea Uhlir (5A)	andreauhlir@cdnis.edu.hk
Class Teacher	Laura Liguori (5B)	lauraliguori@cdnis.edu.hk
Class Teacher	Christine Miller (5D)	christinemiller@cdnis.edu.hk
Class Teacher	Roel Roberts (5E)	roelroberts@cdnis.edu.hk
Educational Assistant	Shaila Lambert	shailalambert@cdnis.edu.hk
Learning Support	Jean Van Bourgondien	jeanvanbourgondien@cdnis.edu.hk
Visual Arts	Aly Trezise	alisontrezise@cdnis.edu.hk
Performing Arts	Kim Butler	kimberlybutler@cdnis.edu.hk
PE	Justin Wah	justinwah@cdnis.edu.hk
Mandarin Learning Leader	Christina Wu (Lang. A) Karen Kee (Lang. B)	christinawu@cdnis.edu.hk karenkee@cdnis.edu.hk
Vice Principal	DJ MacPherson	donaldmacpherson@cdnis.edu.hk
PYP Coordinator	Vivienne Wallace	viviennewallace@cdnis.edu.hk
PYP Coordinator	Zoe Heggie	zoeheggie@cdnis.edu.hk
Counsellor	Lora Lee	loralee@cdnis.edu.hk

“Passion projects let me study anything I want and this helped me with time management and communication skills” - Max

IB Learner Profile



As an IB World School, CDNIS offers all three of the main IB programmes. They are linked by the IB philosophy and the common usage of the Learner Profile, a framework of ten learner attributes that represent the core attitudes and values we strive to develop in our students. These qualities and traits are an essential component of the CDNIS mission and vision to inspire excellence across our whole learning community.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

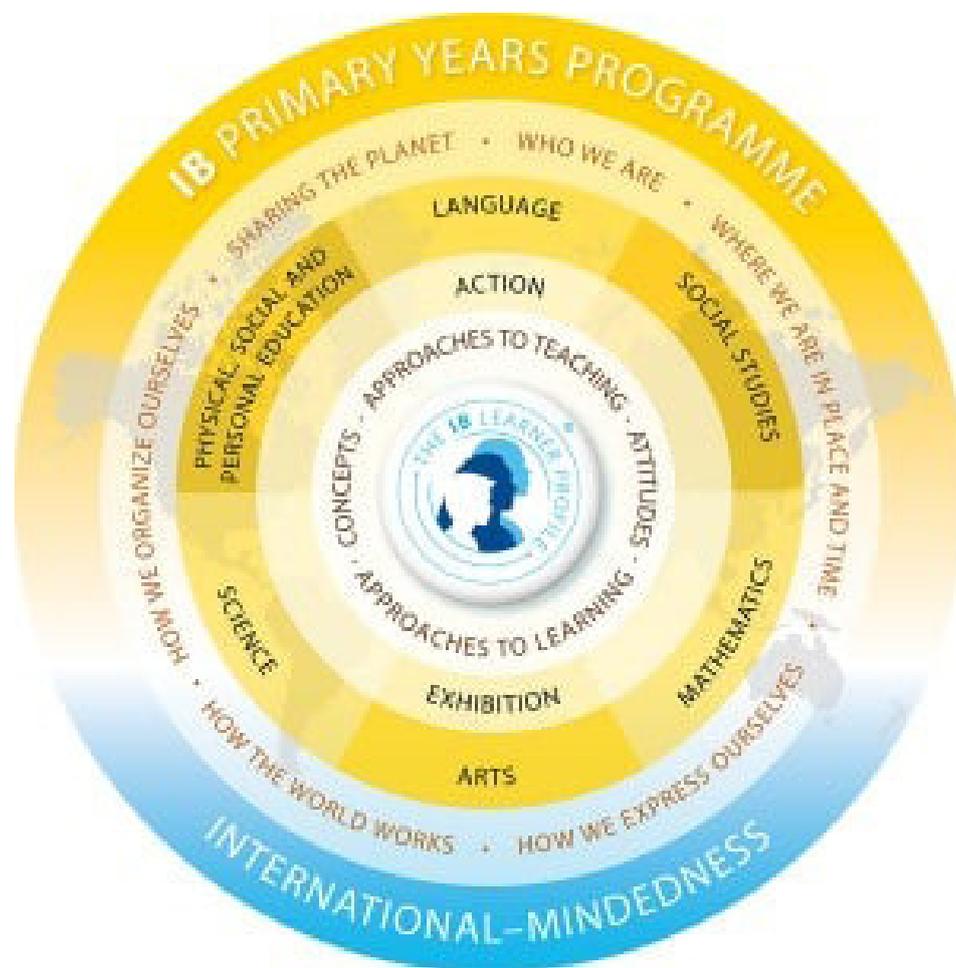
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The PYP at CDNIS



The Lower School at CDNIS offers the Primary Years Programme (PYP) from the International Baccalaureate (IB), which has been developed for schools around the globe for students 3-12 years of age. The PYP draws on research and best practices from a range of national systems and international schools to create a relevant, engaging and challenging educational framework for all children. Its constructivist view of learning is supported by the latest neuroscience research. In short, CDNIS provides a future-ready education for your child.



Five Essential Elements

The curriculum framework is based on five essential elements: concepts, knowledge, skills, attitudes and action. These five elements are transdisciplinary and implemented through an inquiry-based, concept-driven pedagogy. The PYP strives to develop an internationally minded person who embraces the joy of learning throughout their lives.

Grade 5 Expectations

EXPECTATIONS

In Grade 5 we expect students to become more independent and to follow routines and instructions carefully.

PE and School Uniforms

New expectations apply in Grade 5 with regard to PE kit and school uniforms. The following expectations apply to all classes:

- If PE is scheduled to take place before lunch, Grade 5 students wear their PE kit to school and must change into their normal school uniform at lunchtime.
- If PE is scheduled to take place after lunch, Grade 5 students will wear their normal school uniform to school, then they must change at lunch into their PE kit for their afternoon PE class.

Morning Routines and Lockers

All Grade 5 students will be given an assigned locker and combination lock. The students will be responsible for keeping their lockers tidy and their belongings inside secure by not sharing their combination code with anyone. Students are permitted to bring their bags to their lockers before 7:30 am each morning, however, they must not be on the 8th Floor between 7:30-7:40. Students may visit their locker before 7:30, at lunchtime, and at the end of the day only.



Grade 5 Expectations

ESSENTIAL AGREEMENTS

In Grade 5, each class collaboratively agrees on a set of rights and responsibilities. These Essential Agreements are created, revised and decided upon by the Grade 5 students and teacher. They are then published and publicised in the classroom as reminders of appropriate behaviour.

HOME LEARNING

Home Learning in Grade 5 supports or extends the learning that is taking place in the classroom. It is designed to give students a bit more opportunity to develop skills and become agents of their own learning beyond the classroom. Grade 5 teachers will provide weekly Home Learning Grids that match our beliefs about learning.

We believe that...

- learning can take place anywhere and anytime;
- there are diverse types of learning and they are equally important;
- that we have a responsibility to share our learning with each other;
- people can become balanced, lifelong learners if they develop learning habits.

In Grade 5 Home Learning Grids, you will see an emphasis on the skills that have the greatest impact on student learning: physical well-being, reading, writing, and learning through inquiry.



Programme of Inquiry

<p>HOW WE EXPRESS OURSELVES Aug 14 - Sept 14</p> <p>Central Idea: Communities can be built through the expression of ideas</p> <p>Lines of Inquiry: Motivators that bring about expression of ideas within communities Effective methods of expressing ideas within different communities Actions that can be taken to ensure responsible interactions</p>	<p>SHARING THE PLANET Sept 18 - Nov 3</p> <p>Central Idea: Circumstances and actions can support access to rights and opportunities</p> <p>Lines of Inquiry: Circumstances that determine an individual's access to opportunities Why basic rights are granted or denied How actions can change access to opportunities and rights</p>	<p>HOW WE ORGANISE OURSELVES Nov 6 - Dec 8</p> <p>Central Idea: Being organised empowers us to take action more effectively</p> <p>Lines of Inquiry: Reasons why people organise themselves The parts, people and interactions within organisational structures How to develop actions that are effective</p>
<p>WHO WE ARE Jan 3 - Feb 14</p> <p>Central Idea: Throughout life people experience change for different reasons</p> <p>Lines of Inquiry: How people change Why people change Actions that affect personal well-being</p>	<p>WHERE WE ARE IN PLACE AND TIME Feb 27 - April 20</p> <p>Central Idea: Comparing and contrasting different perspectives can lead to better understandings</p> <p>Lines of Inquiry: Why historical records are created How historical accounts can differ How we interpret accounts about the past</p>	<p>HOW THE WORLD WORKS April 23 - Jun 7</p> <p>Central Idea: Through experimentation new understandings are developed</p> <p>Lines of Inquiry: How people use experimentation The role of experimentation in learning How new understandings are applied</p>

Mathematics

The study of Mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in the 21st Century.

CDNIS has a set of standards for the teaching of Math that are drawn from the Ontario Standards. As a PYP school, we use inquiry to explore these expectations.

Overall Grade 5 Expectations

NUMBER SENSE AND NUMERATION

Read, represent, compare, and order whole numbers to 100,000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers.

Demonstrate an understanding of magnitude by counting forward and backwards by 0.01.

Solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies.

Demonstrate an understanding of proportional reasoning by investigating whole-number rates.

MEASUREMENT

Estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies.

Determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

GEOMETRY AND SPATIAL SENSE

Identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures.

Identify and construct nets of prisms and pyramids.

Identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

PATTERNING AND ALGEBRA

Determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations.

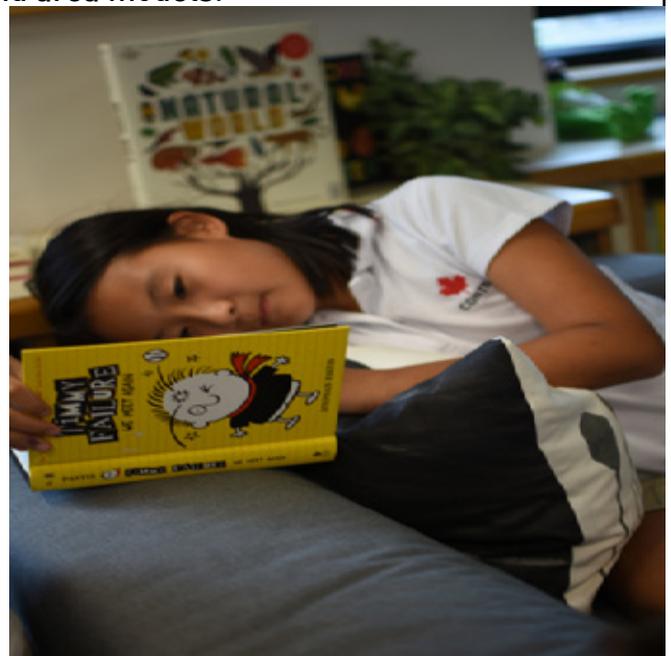
Demonstrate, through investigation, an understanding of the use of variables in equations.

DATA MANAGEMENT AND PROBABILITY

Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs.

Read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs.

Represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models.



Literacy

CDNIS follows the PYP Scope and Sequence documents for our study of literacy. Acknowledging that the PYP is a flexible inquiry-based programme, these expectations are subject to change.

Overall Grade 5 Expectations

WRITTEN LANGUAGE

The way we structure and organize our writing helps others to understand and appreciate it.

Writing and thinking work together to enable us to express ideas and convey meaning.

Rereading and editing our own writing enables us to express what we want to say more clearly.

Knowing what we aim to achieve helps us to plan and develop different forms of writing.

Through the process of planning, drafting, editing and revising, our writing improves over time.

Asking questions of ourselves and others helps to make our writing more focused and purposeful.

Synthesizing ideas enables us to build on what we know, reflect on different perspectives and express new ideas.

WRITTEN LANGUAGE - READING

Identifying the main ideas in the text helps us to understand what is important.

Synthesizing ideas and information from texts leads to new ideas and understandings.

Knowing what we aim to achieve helps us to select useful reference material to conduct research.

Reading opens our minds to multiple perspectives and helps us to understanding how people think, act, feel.

Reading and thinking work together to enable us to make meaning.

ORAL LANGUAGE - SPEAKING AND LISTENING

Taking time to reflect on what we hear and say helps us to make informed judgements and form new opinions.

Metaphorical language creates strong visual images in our imagination.

Listeners identify key ideas in spoken language and synthesize them to create their own understanding.

People draw on what they already know in order to infer new meaning from what they hear.

Spoken language can be used to persuade and influence people.

VISUAL LANGUAGE - VIEWING AND PRESENTING

Visual texts have the power to influence thinking and behaviour.

Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.

To enhance learning we need to be efficient and constructive users of the internet.

Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding.

Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.

Chinese Studies

Language A

LISTENING & SPEAKING:

- Listen for a specific purpose in a variety of situations.
- Identify and expand on main ideas in familiar oral texts.
- Listen reflectively to stories read aloud in order to identify story structures and ideas.
- Use language to explain, inquire and compare.
- Use patterns in languages of instruction with increasingly accurate grammar.
- Begin to understand that language use is influenced by its purpose and the audience
- Begin to paraphrase and summarize.

READING:

- Recognize a range of different text types
- Realize that there is difference between fiction and nonfiction and use books for particular purposes, with teacher guidance.
- Read a variety of books for pleasure, instruction and information.
- Use a range of strategies to self-monitor and self-correct.
- Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways.
- Recognize the author's purpose.

WRITING:

- Use appropriate writing conventions.
- Use familiar aspects of written language with increasing confidence and accuracy.
- Use increasingly accurate grammatical constructs.
- Proofread their own writing and make some corrections and improvements.
- Use feedback from teachers and other students to improve their writing.
- Keep a log of ideas to write about.
- With teacher guidance, publish written work.

Language B

LISTENING & SPEAKING:

- pick out main events and relevant points in oral texts.
- use language for a variety of personal purposes, for example, invitations.
- understand and use specific vocabulary to suit different purposes.
- use language to address their needs, express feelings and opinions.
- talk about the stories, writing, pictures and models they have created .

READING:

- discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways.
- identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements.
- make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses.
- wonder about texts and ask questions to try to understand what the author is saying to the reader.

WRITING:

- use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high - frequency words, high- interest words.
- use graphic organizers to plan writing, for example, Mind Maps, storyboards
- use increasingly accurate grammatical constructs.
- organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end.
- use feedback from teachers and other students to improve their writing.

Specialist Areas

PERFORMING ARTS

Performing Arts for Grade 5 focuses on the strands of music, dance, and drama. With an IB Arts focus of creating and responding, students engage in a multitude of activities that encourages them to take creative risks, collaborate with peers and participate in the creative process to communicate their ideas and express their emotions. The arts in grade 5 is celebrated through performances at assemblies and in class Spotlights.

In music, students are given opportunities to listen to, create, and perform music utilizing their voice and instruments, through a variety of activities.

In drama, creative movement, improvisation, and script-writing are highlighted, allowing students to express themselves creatively, connect to real-world experiences, and to work together in both small and large groups of their peers.

Kim Butler



VISUAL ARTS

The Grade 5 Visual Arts classroom is a dynamic, fun and vibrant place to be, where students explore self expression through art history and the world around them. We explore different art processes using traditional mediums such as painting, drawing, printmaking and sculpture, to digital tools using iPad's, design software or tech-meshed art. The PYP Visual Arts phases build upon skills and knowledge as students take a journey of creating and responding through the Units of Inquiry. As a part of the curriculum, student regularly enjoy creative experiences through the CDNIS Artists in Residence Programme and relish in the opportunity to work with real living artists in our community, deepening their understanding and appreciation for the Arts.

Aly Trezise

Specialist Areas

PHYSICAL EDUCATION

The goal of the lower school physical education programme at CDNIS is to instil a sense of joy in students when participating in physical activities while striving for personal excellence, equity and fair play. At the same time our wish is to cultivate the character of each student so they can contribute to the world around them in a positive manner.

Marc Steiner and Justin Wah

“In How the World Works, we were able to build anything we wanted with any materials. We had the freedom to build what we wanted and that was a lot of fun” - Saskia

GUIDANCE COUNSELLORS

At CDNIS we believe in a proactive and preventative approach to guidance. The Lower School Counselling programme criteria are developed along the PYP personal, social and physical education outlines. The Counsellors work collaboratively with teachers, parents and external professionals to design and implement programmes to promote optimum individual emotional, social, academic development and support the joy of learning in all our students. The Counsellors offer an array of support and information via regular workshops and Parent Coffee Mornings and encourage parents to contact the Guidance Office with any questions or concerns they may have with regard to their child's development.

Please check our blogs and Flash messages for information on upcoming parenting workshops and coffee mornings.

Lora Lee and Shelly Chutke



Special Events

CAMP

October 11 - 13, 2017

OTHERS

Swimming - Jan 29 - Mar 30, 2018

SPOTLIGHTS

Week of Jan 22 - 26, 2018

ASSEMBLIES

Friday September 22 - (5C)

Friday October 20 - (5D)

Friday December 8 - (5E)

Friday April 20 - (5B)

Friday May 11 - (5A)



“My favorite unit was the science unit because we could inquire more into something we couldn’t really see. “ - Janae

Assessment and Reporting

The primary purpose of assessment and reporting at CDNIS is to improve student learning. We view parents, teachers and students as an integral part of this process as the child moves along their individual learning journey. At CDNIS we assess and report the learning journey in a variety of ways, including:

- NWEA's Measure of Academic Progress (MAP) with a focus on growth and as a guide for instruction for Reading, Math and Language Usage;
- Reading Assessments - to assist students in growing in the five aspects of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension);
- 3-Way Learning Conversations;
- Learning Reviews;
- Progress Reports (January and June);
- Student Led Learning Reviews;
- PYP Exhibition (Grade 6);
- Portfolios;
- Ongoing, formative assessments (conferencing, daily and immediate feedback).

These diverse methods of assessment and reporting are to support our belief that all students learn in different ways and at different times. At CDNIS, we identify, support and appreciate learning diversity.



Canadian International School of Hong Kong
36 Nam Long Shan Road, Aberdeen, Hong Kong
Phone: (852) 2525 7088 Fax: (852) 25257579
schoolinfo@cdnis.edu.hk
www.cdnis.edu.hk

-  CanadianInternationalSchoolOfHongKong
-  @CDNISComm
-  @cdnishk
-  @cdnishk
-  cdniseduhk
-  company/canadian-international-school-of-hong-kong

