

# First Semester Objectives 2010

## 5<sup>th</sup> Basico

### ENGLISH

TEXT LEVEL: narrative  
note-taking & recount  
playscripts  
explanation texts

SENTENCE LEVEL:  
investigate word order  
proof reading and editing  
adapt writing for different purposes  
revise nouns, pronouns and verbs  
direct and reported speech  
verbs and tenses  
standard English  
lay out of dialogue  
proof read and edit  
using punctuation effectively to signpost meaning in longer and more complex sentences

WORD LEVEL: words ending in vowels other than 'e'  
pluralisation patterns  
prefixes - auto, bi, trans, tele, circum  
patterns of consonants  
common letter strings and different pronunciations  
adverbs for dialogue  
word derivations and patterns  
synonyms

### MATHS

Unidades, contenidos y distribución temporal

#### **NÚMEROS:**

1. Lectura y escritura de números naturales de más de seis cifras, de fracciones positivas, de números decimales positivos.
2. Interpretación de información expresada con estos números y comunicación en forma oral y escrita haciendo uso de ellos, en diversos contextos.
3. Determinación de descomposiciones en factores primos de números naturales, formulación y verificación de conjeturas, en casos particulares, acerca de propiedades de ellos y determinación de sus múltiplos y divisores a partir del análisis de esas descomposiciones.
4. Cálculo mental, escrito y empleando la calculadora u otra herramienta tecnológica de adiciones, sustracciones, multiplicaciones y divisiones de números naturales de más de 6 cifras a partir de la generalización de los procedimientos estudiados.
5. Determinación de la relación entre dividendo, divisor, cuociente y resto en una división con números naturales y verificación, en casos particulares, de la relación obtenida.
6. Resolución de problemas referidos a contextos diversos y significativos haciendo uso de las operaciones de adición, sustracción, multiplicación y división de números

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naturales y adición y sustracción de fracciones positivas y números decimales positivos, enfatizando habilidades relacionadas con la búsqueda de la información necesaria para su solución, la planificación y puesta en práctica de estrategias de solución y la interpretación y evaluación de los resultados obtenidos con relación al contexto.

### **DATOS Y AZAR:**

1. Interpretación y comparación de información presentada en gráficos de barras múltiples y gráficos de líneas. Discusión sobre el tipo de información que se puede representar a través de tablas y gráficos de barras múltiples y gráficos de líneas.
2. Construcción de gráficos de barras múltiples y de gráficos de línea, manualmente y mediante herramientas tecnológicas, a partir de datos obtenidos desde diversas fuentes o recolectados a través de experimentos o encuestas.
3. Estudio del comportamiento o tendencia de variables, mediante la lectura de gráficos de línea o barras en diferentes contextos.
4. Empleo de términos de uso corriente, en diversas situaciones lúdicas y cotidianas, relacionados con el azar, tales como seguro, posible e imposible.
5. Descripción de eventos en situaciones lúdicas y cotidianas y argumentación acerca de la posibilidad de ocurrencia de estos.

### **CASTELLANO**

- Comprender diferentes tipos de textos, tanto literarios como no literarios
- Trabajar las diferentes áreas del idioma al servicio de una correcta comunicación oral y escrita
- Leer en forma oral con expresividad y fluidez
- Escribir textos, aplicando los pasos de la escritura, con letra manuscrita ligada y una correcta ortografía
- Investigar un tema, aplicando diferentes estrategias de síntesis de información
- Ampliar y precisar el vocabulario, para expresarse en forma oral y escrita correctamente
- Ampliar los conceptos gramaticales y ortográficos para expresarse en forma oral y escrita correctamente
- Disertar frente a un público sobre un tema determinado
- Escuchar y comentar cuentos clásicos y contemporáneos

### **NATURAL SCIENCE**

Content:

- Biodiversity
- Body systems: digestive system, circulatory system, respiratory system and urinary system

Skills:

- Research and presentation skill and pair work

### **SOCIAL STUDIES**

- Identificar continentes y océanos. Identificar subcontinentes. Describir características de paisajes de las diferentes regiones.

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- Identificar y describir unidades de relieve del continente Americano.
- Describir clima e hidrografía del continente americano. Conocer y describir paisajes naturales del continente Americano.
- Identificar y describir regiones culturales.
- Identificar y describir características de la población de América Latina.
- Identificar los lugares en donde vive la población americana.
- Reconocer los recursos naturales que tiene América.
- Identificar en qué consiste el problema económico.
- Analizar cómo accedemos a los bienes y servicios.
- Reconocer cómo se organizan las sociedades para resolver el problema económico.
- Conocer los pueblos indígenas americanos.
- Comprender el proceso de expansión europea.
- Analizar la conquista de América y Chile. Analizar información de distintas fuentes históricas.
- Conocer los pueblos indígenas que habitaban América.

### **RELIGION**

**CATHOLIC:** Semana Santa: Personajes bíblicos de la Pasión, Muerte y Resurrección de Jesucristo.  
La Iglesia y Los sacramentos.  
Los Milagros Eucarísticos

**JEWISH:**

1. Idioma Hebreo: ser capaces de leer y escribir las letras y palabras hebreas; dominar un vocabulario básico, con el objeto de comunicarse
2. Estudiar las fuentes en las que se enseñan las fiestas
3. Reconocer algunas palabras en hebreo al estudiar las fiestas, especialmente los nombres de las fiestas y qué significan
4. Identificar a Israel en el mapa y sus límites
5. Identificar países vecinos de Israel y la relación que tiene con cada uno de ellos
6. Reconocer a Israel como estado y su ubicación geográfica siendo un puente entre tres continentes
7. Símbolos judíos. Comparar las fuentes que se usan para cada festividad o conmemoración
8. Identificar y vivenciar los valores de las festividades

**PROTESTANT:** Unit 1: The Exodus; history of God's people; The birth of Moses; call of Moses: burning bush; the 10 plagues; Passover; leaving Egypt; crossing the Dead Sea; God provides for His people; God gives the 10 commandments

**PHILOSOPHY:** Why am I here?

- To be happy
- To continue the human race
- To live and die
- To help others
- To complete a mission
- The meaning of life

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- Philosophy and religion

### **ICT**

Class Expectations and E-Safety (Let's Fight it Together video)

Powerpoint Practice: Learning how to use Powerpoint to create effective and entertaining presentations

Research Project: Linked with Science this project will be pair based and will cover a choice from a selection of endangered plants or animals of Chile.

### **MUSIC**

- Sing & compose in an acapella call & response style including parallel motion harmony
- Achieve a polyphonic texture through vocal ostinati in their compositions
- Recognise Soprano, Alto, Tenor & Bass voices
- Recognise and understand how a scale is constructed from a pattern of tones and semitones
- Identify rhythmical features of a Tango
- Exploration and development of composition based on a given scale
- Sing and play Kodaly sol fege with hand signs - sol, mi, la, re and doh
- Kodaly rhythms – in addition to the above; syn-co-pa and ta-i-ti

### **DRAMA**

#### **DEVELOP INTERNAL AND EXTERNAL PERSONAL RESOURCES**

##### **Develop personal creativity**

- Create original dialogue
- Create complex dramatic forms, involving movement, sound and text
- Create stories from musical and movement sources, and from other sensory information
- Write original short plays
- Write letters and other artefacts for role drama

#### **DEVELOP INTERPERSONAL SKILLS AND AWARENESS**

##### **Join with and respond to others in group dramatic activities**

- Improvise group scenes and dialogue
- Observe and criticize one another's work

##### **Cooperate in teams to solve problems**

- Master mirror techniques
- Interact within dramatizations
- Plan and execute complex scenes

##### **Place self in other contexts: walk in others' shoes**

- Draw parallels between drama activities and real life
- Use and understand metaphor
- Use drama as metaphor

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### CREATE THEATRE THROUGH ARTISTIC COLLABORATION

#### Create/WRITE scripts

- Collaborate to select and create characters, situations, and environments
- Improvise dialogue
- Improvise monologue
- Formalize improvisations by writing or otherwise recording the dialogue, stage directions, etc
- Create situations involving tension and dramatic action

#### ACT/role-play

- Assume roles and interact in improvisations
- Perform theatrical literature
- Imagine and clearly describe characters
- Make clear choices in creating and presenting characters and actions
- Use variations in movement and voice for different characters
- Remain in role while contributing to the furtherance of a story

### PE AND SPORTS

#### Green, Health and Fitness

##### ***Improve level of physical fitness of students***

- Students should have improved their ability to run for a period of time without stopping
- Students should have increased the speed at which they can run
- Students should have improved their upper and lower body strength, coordination, flexibility
- Students should have improved their coordination

##### ***Develop understanding of health and fitness and its importance.***

- Students should be able to describe what general and specific fitness is and give examples
- Students should know the key components of fitness eg strength, endurance, flexibility, balance, body composition. How can we make the body better/more efficient if we can achieve that?
- Students should know to name the main muscles of our body
- Revision of taking pulse

##### ***Develop understanding of the effects of a healthy lifestyle on the environment.***

##### ***How can we make the environment greener?***

- What are the effects of living in a big city such as Santiago?
- What are the effects of air pollution on our body?
- Air pollution

##### ***Develop social skill through the unit***

- Support your peers
- Work with different partners
- Apply the sport rules: maintain self control, fair play, treat all players with respect, enjoy the game, play the spirit of the game

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### Gymnastics

#### **Children will learn to:**

- Understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping
- Adapt, refine and improve specific gymnastic skills using this knowledge
- Design longer sequences, on floor and apparatus, to use planned variations in shape, speed and direction
- To work in pairs to evaluate and improve composition

#### **Children will improve specific gymnastics skills:**

- *Taking weight on hands and feet:* (1) handstand and cartwheel, (2) handstand supporting a confident child, (3) moving into and out of a handstand and cartwheel.
- *Balances:* Headstand
- *Rolling:* (1) Moving into or out of a forward and backward roll (2) different forward and backward rolls.
- *Jumping:* Leap frog over partner.

#### **Improvement of cognitive and social skills and knowledge:**

- Use space and apparatus safely and know the principles of safe sitting.
- Work co-operatively and sympathetically with a partner or small group.
- Accept advice and use it in a reflective way to improve the quality of their work.

### ART

Understand & explore the elements of art & principles of design

Experiment with a variety of techniques, material & tools

Communicate ideas, thoughts & feelings through different visual expressions

Critique own & others artworks by applying concepts presented

Develop a project together with Spanish for the Bicentennial

Understand basic concepts of Art History

- Experiment with concepts of colour theory
- Explore the interaction of colours
- Explore the effect of light on colour
- Experiment with colour to express or evoke moods & emotions
- Understand simple mechanisms through designing & making simple machines (levers, linkages, crank, wheel & axle, etc.)
- Make textile products by marking out, cutting & joining pieces of fabrics (puppets)
- Use of templates to construct simple models
- Measure, mark out, cut & shape a range of materials
- Assemble, join & combine materials & components

### P.S.H.E.

- Help the students to understand the importance and significance of teamwork in their lives

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- Appreciate that individuals need to recognize their strengths and weaknesses for the sake of the team
- For students to gain greater awareness of their own social and interpersonal skills
- Learn that teams need to have shared goals with which everyone in the team must agree
- Help the students to be aware that the team needs a leader with certain qualities and skills to be successful
- Understand that some conflict within the team is inevitable
- Learn about different strategies to cope and resolve conflicts
- Help the students to think about how they behave in groups
- To reflect on what influences the decisions they make when they are in a group
- Helps the students evaluate fair solutions to conflicts
- Discuss the idea of “a good friend”
- Reflect on “virtual friends”: are they really friends?
- Treating others in positive ways, directly or on the web.