

FIFTH GRADE BIWEEKLY OUTLINE

September 21 to October 02, 2020

SCIENCE

Teacher: Julio J. La Roche

Topic: Microorganisms 70 - 73. / Oral and Written Assessments

INTRODUCTION

Over the next two weeks, you will be able to state the difference between health and illness. Additionally, you will recognize the types of illnesses and describe the microorganisms that affect the human body. In this lesson, you will increase your critical thinking skills by answering analysis questions.

CONTENT:

The following subtopics will be discussed:

- Health and Illnesses.
- Types of Illnesses.
- Bacteria, Fungi and Viruses.

LEARNING ACTIVITIES:

Activity #1: Review the material previously learned on pages 70 - 73.

Activity #2: Join a Zoom Meeting in which the teacher will thoroughly explain again the topic and conduct **oral assessments**.

Activity #3: Complete the test.

Test: Total 20 points.

I. Write 'T' for true statements and 'F' for false ones. (5 points, 1 point each)

- _____ Illnesses can affect our bodies, minds and social well being.
- _____ Coccus is a type of bacteria.
- _____ Bacteria and fungi are the most studied microorganisms.
- _____ The microscope is an optical scientific instrument.
- _____ Bacteria are the smallest and the most abundant living organisms.

II. Match the letter to the correct word. (5 points, 1 point each)

- a) Mental _____ parasitic.
- b) Physical _____ related to our minds.
- c) Bacteria _____ of the body or tangible.
- d) Social _____ vibrio.
- e) Disease _____ of people, places and things.

III. Fill in the blank spaces. (10 points, 1 point each)

1. Three types of diseases are _____, _____, and _____.
2. Illnesses can be transmitted through _____, _____, _____, _____, _____.
3. Two types of bacteria are _____ and _____.

EVALUATION:

The **test** must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step. **You can either upload a Microsoft word file or a photo you have taken.**

MATH

Teacher: Julio J. La Roche

Topic: Types of Angles, Pages 80 - 81

INTRODUCTION

Over the next two weeks, you will be able to describe how angles are measured. You will identify the types of angles. Moreover, you will explain the types of angles definitions.

CONTENT:

The following subtopics will be discussed:

- How angles are measured.
- Types of angles.

LEARNING ACTIVITIES:

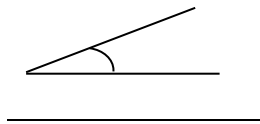
Activity #1: Pre-read types of angles definitions on 80 in your math textbook.

Activity #2: Join a Zoom Meeting in which the teacher will thoroughly explain the topic.

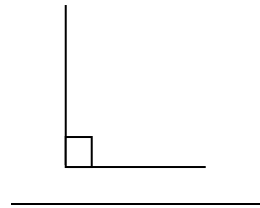
Activity #3: Complete the test.

Write whether each angle is acute, obtuse or a right angle. (8 points, 1 point. each)

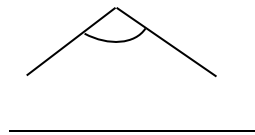
a.-



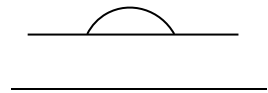
b.-



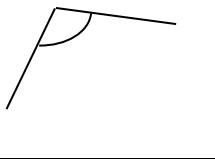
c.-



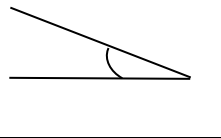
d.-



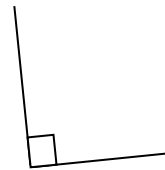
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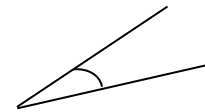
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g.-

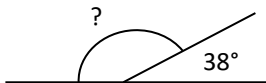


h.-

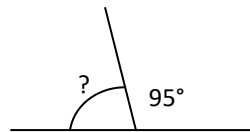


Calculate the missing angle. Do not use a protractor. (3 points, 1 point. each)

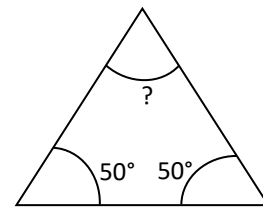
a.-



b.-



c.-



EVALUATION:

The **test** must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step.

You can either upload a Microsoft word file or a photo you have taken.

READING

Teacher: Julio J. La Roche

Topic: Otzi the Iceman, pages 63 - 65.

INTRODUCTION

Over the next two weeks, you will increase a positive attitude to reading in English. You will be able to develop key reading skills such as skimming, scanning, identifying the main idea, and guessing vocabulary from context. In this lesson, you will strengthen other skills such as grammar, vocabulary, pronunciation, and writing.

CONTENT:

The following subtopics will be discussed:

- Key Words.
- Finding Content Clues.

LEARNING ACTIVITIES:

Activity #1: Read pages 63 - 65 from your reading textbook. Next, write the key words in your notebook. Then, look up their meanings in English, and write them in your notebook. **(Do not send this)**

Activity #2: Join a Zoom Meeting in which the teacher will thoroughly explain the topic and conduct oral assessments.

Activity #3: Complete this workshop.

Workshop: Answer the questions in your notebook.

1. What did two climbers discover in the Otztal Alps in 1991?
2. What did they do after that?
3. How old was the body found in the Otztal Alps?
4. What was the body called?
5. According to the scientist, what two possibilities were the causes of his death?
6. What did most experts agree on?

EVALUATION:

The previously completed **workshop** must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step. **You can either upload a Microsoft word file or a photo you have taken.**

TECHNOLOGY

Teacher: Julio J. La Roche **Topic:** Basics tasks for Creating a PowerPoint Presentation - 2

INTRODUCTION

Over the next two weeks, you will learn how to create a PowerPoint presentation. You will be able to use correctly different tools to add a visually consistent appearance to your presentation. Additionally, you will learn how to add text and pictures to animate your presentation.

CONTENT:

The following subtopics will be discussed:

1. Creating a PowerPoint presentation.
2. Selecting a template.
3. Adding text and pictures.

LEARNING ACTIVITIES:

Activity #1: Read this guide and create a simple presentation in Microsoft PowerPoint.

Basics tasks for Creating a PowerPoint Presentation

PowerPoint presentations work like slide shows. To convey a message or a story, you break it down into slides. Think of each slide as a blank canvas for the pictures and words that help you tell your story.

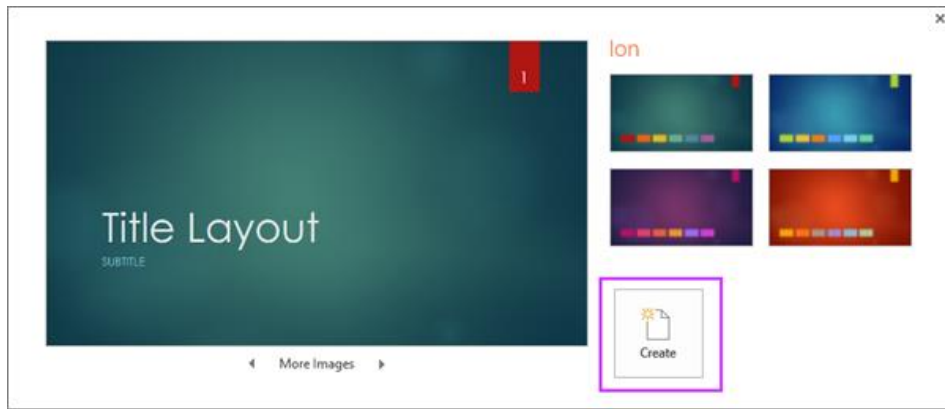
Creating a PowerPoint Slide

When you open PowerPoint, you'll see some built-in themes and templates. A theme is a slide design that contains matching colors, fonts, and special effects like shadows, reflections, and more.

1. On the **File** tab of the Ribbon, select **New**, and then choose a theme.

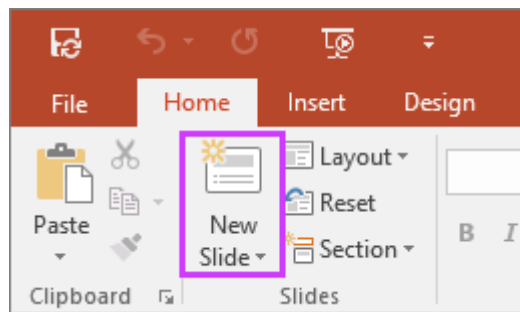
PowerPoint shows you a preview of the theme, with four color variations to choose from on the right side.

2. Click **Create**, or pick a color variation and then click **Create**.



Insert a new slide

- On the **Home** tab, click the bottom half of **New Slide**, and pick a slide layout.



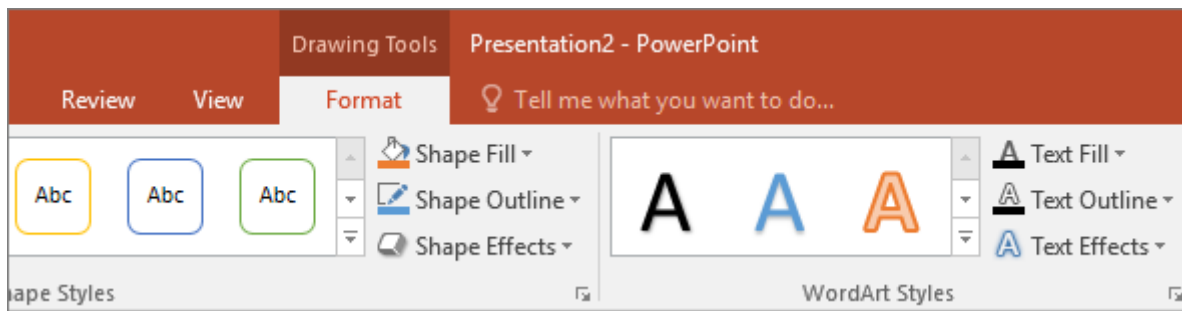
Add text

Select a text placeholder, and begin typing.



Format your text

1. Select the text.
2. Under **Drawing Tools**, choose **Format**.



3. Do one of the following:

- To change the color of your text, choose **Text Fill**, and then choose a color.
- To change the outline color of your text, choose **Text Outline**, and then choose a color.
- To apply a shadow, reflection, glow, bevel, 3-D rotation, a transform, choose **Text Effects**, and then choose the effect you want.

Add pictures

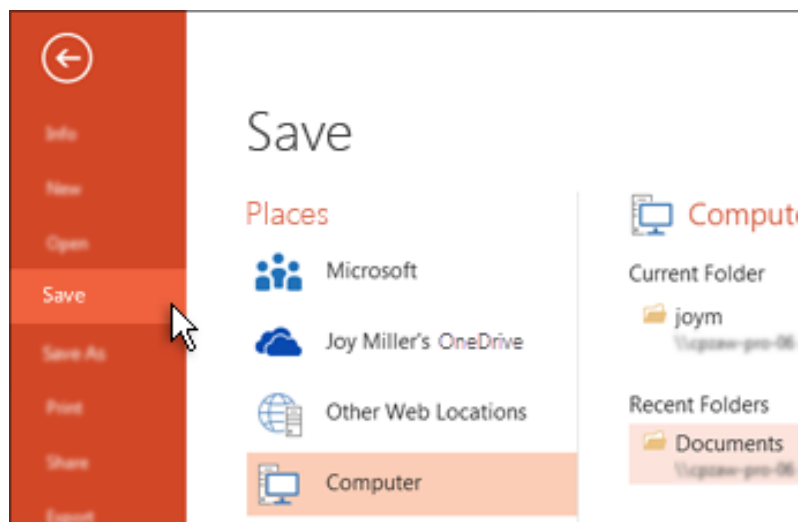
On the **Insert** tab, do one of the following:

- To insert a picture that is saved on your local drive or an internal server, choose **Pictures**, browse for the picture, and then choose **Insert**.
- To insert a picture from the web, choose **Online Pictures**, and use the search box to find a picture.

Save your presentation

1. On the **File** tab, choose **Save**.
2. Pick or browse to a folder.
3. In the **File name** box, type a name for your presentation, and then choose **Save**.

Note: If you frequently save files to a certain folder, you can 'pin' the path so that it is always available (as shown below).



Activity #2: Complete this workshop.

Workshop: Create a six slide PowerPoint presentation about the rainforest habitat. You can research your own information or you can use the information provided bellow. Finally, save the file in your pendrive.

 <h1 style="text-align: center;">Rainforest Habitat</h1>	<h2 style="text-align: center;">Rainforest Lands</h2> <ul style="list-style-type: none"> • A tropical rain forest in one of the wettest parts of the world. • It is almost always raining. An average of 50 to 260 inches of rain falls yearly. • Tropical rainforests produce 40% of Earth's oxygen.
<h2 style="text-align: center;">Rainforest Weather</h2> <ul style="list-style-type: none"> • There is so much water in the air it feels sticky. • The temperature of the rainforest usually stays around 93 degrees. • The temperature doesn't change from day to night or throughout the year. 	<h2 style="text-align: center;">Rainforest Life</h2> <ul style="list-style-type: none"> • Because it is so wet, more than two out of every three plant species in the world grow here. • More than half of all the world's animal species live in the rain forest. 
<h2 style="text-align: center;">Rainforest Plants</h2> <ul style="list-style-type: none"> • The plants in a rainforest grow so thick that they block out the sun. The ground under the trees is dark. • The plants seem to grow in layers. 	<h2 style="text-align: center;">Rainforst Plants</h2>  <p style="text-align: center;">Bougainvillea</p>  <p style="text-align: center;">Jambu</p>  <p style="text-align: center;">Bengal Bamboo</p>

EVALUATION:

The previously completed **workshop** must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step. **Make sure to upload a Microsoft PowerPoint file.**

LANGUAGE

Teacher: Julio J. La Roche **Topic:** The Mystery at Baskerville Cottage, page 53

INTRODUCTION

Over the next two weeks, you will develop new strategies to enhance reading comprehension. You will acquire new vocabulary identified from the assigned text. Additionally, you will enhance understanding

of new vocabulary by making connections to related ideas and other words. In this lesson, you will enhance understanding of new vocabulary by making connections to related ideas and other words.

CONTENT:

The following subtopics will be discussed:

- Reading strategies to enhance comprehension.
- Vocabulary related to the assigned text.
- Moral lessons.

LEARNING ACTIVITIES:

Activity #1: Read “The Mystery at Baskerville Cottage” on page 53 in your Language textbook.

Activity #2: Join a Zoom Meeting in which the teacher will thoroughly explain the topic. **Oral assessments** will be conducted to probe students' levels of understanding.

Activity #3: Complete the **test**.

Answer the questions based on the information provided on page 53 in your language textbook. (15 points, 3 points each)

1. What time was it when Sherlock Holmes received a phone call?
2. Who called Sherlock Holmes?
3. Where was Mr. Watson?
4. Why did he call Mr. Holmes?
5. What was that terrible sound that Mr. Watson heard in his room?

EVALUATION:

The **test** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **You can either upload a Microsoft word file or a photo you have taken.**

SPELLING

Teacher: Julio J. La Roche Topic: Thinking Expressions, Idioms with Parts of the body, page 36.

INTRODUCTION

Over the next two weeks, you will be able to use thinking expressions in statements and questions. You will identify and use idioms with parts of the body in written and spoken English. In this lesson, you will pronounce clearly and correctly these expressions and idioms.

CONTENT:

The following subtopics will be discussed:

- Thinking Expressions.
- Idioms with Parts of the Body.
- Real life statements using these expressions and idioms.

LEARNING ACTIVITIES:

Activity #1: Look up the meanings in English of the Thinking Expressions and Idioms with Parts of the Body listed on page 36. Next, write them in your notebook. **(Do not send this)**

Activity #2: Join a Zoom Meeting in which the teacher will thoroughly explain the topic and conduct **oral assessments**.

Activity #3: Complete the practice on page 36, sections 1, 2, 3 and 4 in your Vocabulary and Grammar textbook.

EVALUATION:

The **practice** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **You can either upload a Microsoft word file or a photo you have taken.**

GRAMMAR

Teacher: Julio J. La Roche Topic: Subject and Object Questions, Page 41.

INTRODUCTION

Over the next two weeks, you will state the main differences between subject and object questions. You will be able to use correctly subject and object questions in written and spoken English. As a result, you will have improved your skills to communicate effectively and appropriately in real-life situations.

CONTENT:

The following subtopics will be discussed:

- Subject Questions
- Object Questions

LEARNING ACTIVITIES:

Activity #1: Read “Subject and Object Questions” on page 41 in your Vocabulary and Grammar textbook.

Activity #2: Join a Zoom Meeting in which the teacher will thoroughly explain the topic. **Oral assessments** will be conducted to probe students' levels of understanding.

Activity #3: Complete the practice on page 41, sections 1, 2 and 3 in your Vocabulary and Grammar textbook.

EVALUATION:

The **practice** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **You can either upload a Microsoft word file or a photo you have taken.**

SOCIAL AND MORAL SKILLS

Teacher: Jaime Archbold

TOPIC: Water from the Rock

INTRODUCTION:

The Bible is filled with stories of miracles. When the solution seems impossible, God shows up with an unexpected outcome.

CONTENT:

Lesson 9: Rephidim-Water from the Rock... complete in your booklet...(Don't upload to the platform.)

ACTIVITIES:

Use your Bible to complete workshop attached and upload to platform for evaluation by 10/02/2020.

INTERNATIONAL CHRISTIAN ACADEMY
 COMMITTED TO EXCELLENCE
 FIFTH GRADE SMS WORKSHOP
 THIRD TRIMESTER 2020

Name: _____

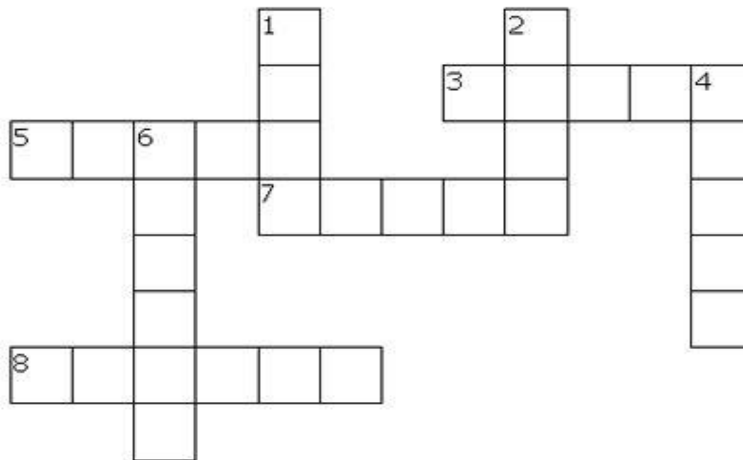
Total Pts: 10

Complete

Water from a Rock

"Strike the rock, and water will come out of it for the people to drink."
 So Moses did this in the sight of the elders of Israel. Exodus 17:6

Based on Exodus 17:1-7



ACROSS

3. The Hebrew prophet who led the Israelites out of Egypt
5. A fluid necessary for the life of most animals and plants
7. To take water or other liquid into the mouth and swallow it
8. A dry area of land with little or no vegetation

DOWN

1. Another name that refers God
2. A stone
4. A strong rod or stick sometimes used as an aid in walking
6. A strong desire for something to drink

STAFF	DRINK	DESERT	WATER
MOSES	ROCK	LORD	THIRST

ORAL SKILLS

Conversation #13: Unusual Animals
Conversation #14: Who invented the zipper?

Teacher: Masai González

Topic: _____

INTRODUCTION

It takes a lot of practice to learn to speak a language properly.

CONTENT:

- Conversation #13: Unusual Animals
- Conversation #14: Who invented the zipper?

LEARNING ACTIVITIES:

Activity #1: Read in your ORAL SKILLS BOOKLET Conversation #13: Unusual Animals and Conversation #14: Who Invented the Zipper? Then, complete all the activities with a PEN (**black** or **blue** ink), this means you should complete it **by hand**. **Remember** to read carefully. **(Do not upload this to platform)**

Activity #2: In Conversation #13 you read about an unusual animal (okapi), now you will have to do research to find **another unusual animal that exists**, and write its name, where it's from, describe it, share two important facts, and classify it as a mammal, reptile, etc. This information should be sent to the platform as a PowerPoint document.

Also, you will have to **share you PowerPoint presentation to the class for all to see the name and picture of your unusual animal**. This will take place in the ZOOM MEETING on **Wednesday, September 23rd**.

Total points: 20

- ✓ *Following instructions, 5pts*
- ✓ *PowerPoint file, 5pts*
- ✓ *Information about the unusual animal, 10pts*

Activity #3: Join a Zoom Meeting in which there will be an explanation of key concepts and a discussion about them. **Wednesday, September 23rd.**

Wednesday, September 30th. We will have some **GUESTS** in the **ZOOM CLASS**. Prepare yourself to ask questions about “entrepreneurship.” After the presentation click on the following link and share your thoughts about it on a sticky note. Link: <https://padlet.com/teachermasaig/r6aof6qbg8l1vkxt>. **This will be an appreciation grade.**

EVALUATION: **Activity #2: UNUSUAL ANIMAL RESEARCH** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **Remember to send your work in a PowerPoint document. Also remember to put the title correctly.**

ESPAÑOL

Profesora: Claudia Romero

TEMAS:

- Composición poética.
- Medios de comunicación masiva.

ACTIVIDADES:

- En la primera clase virtual presentarán poesía “Papá, ¿qué es la patria?”
- Confeccionar un afiche alusivo a la semana del libro. Tamaño del afiche: (la mitad de una cartulina).

Nota: Los 5 mejores afiches serán premiados con 10 puntos en el examen trimestral del tercer trimestre.

EVALUACIÓN:

Subir la foto del afiche a la plataforma

CIENCIAS SOCIALES

Profesora: Claudia Romero

TEMAS:

- Vías de comunicación
- El Canal de Panamá

-Actividades económicas de Panamá.

ACTIVIDADES:

-En la primera clase de zoom trabajaremos actividad de las páginas 116-123.

EVALUACIÓN:

Enviar actividad de las páginas 122-123 a plataforma virtual, a través de la herramienta tareas, antes del 1 de octubre.

ARTE

Docente: Alberto Gómez

Tema: El color

Contenido

- ¿Qué son los colores primarios y secundarios?
- Colores primarios
- Colores secundarios
- Sus complementos

Para aprender sobre el tema realice lo siguiente

1- TALLER: 15 pts.

a-Realizarán una pintura sobre el tema, utilizando témpera, en la libreta de dibujo lo más amplio posible. Esta pintura se hará durante la clase de zoom. Ten a la mano los materiales a la hora y fecha indicada en el cronograma de clases por videoconferencias.

Evaluación

1-Taller: Subir a la plataforma la imagen del taller terminado utilizando la herramienta "TAREAS".

2- Se evaluará:

a- Dibujo. 5 pts.

b- Limpieza del trabajo. 5 pts.

c- Empleo de los colores 5 pts.

• Esta actividad debe ser subida a la plataforma en la carpeta de ARTE para evaluación el MIÉRCOLES 23 DE SEPTIEMBRE.

MÚSICA

Profesor: Elvis R. Córdoba

INTRODUCCIÓN

En este tercer trimestre conoceremos un poco acerca de los artistas y compositores locales. También conoceremos su discografía y sus éxitos más sobresalientes.

VEA EL SIGUIENTE VIDEO Y RESPONDA LAS SIGUIENTES PREGUNTAS

LINK: <https://www.youtube.com/watch?v=r18dN2INPK4&t=2s>

1. ¿Cuál es la profesión de Rubén Blades?
2. ¿Qué instrumento tocaba su mamá?
3. ¿Por qué razón el decano de la facultad de derecho lo llamó a su despacho?
4. ¿Cuál fue el primer trabajo de Rubén Blades dentro de la *FANIA* y cuál era su salario?
5. ¿Con quién, y en qué lugar fue su primer trabajo como músico estando en New York?
6. ¿Cuál fue la respuesta de Piero tras la petición de Rubén Blades?
7. ¿Qué ministerio gubernamental dirigió Ruben Blades?
8. ¿Qué enfermedad tenía la mamá de Rubén Blades y en qué canción se refleja esta situación?

EVALUACIÓN

Las respuestas deben ir en base a la información del video.

- *Esta actividad debe ser subida a la plataforma en la carpeta de música para evaluación el VIERNES 02 de Octubre.*

EDUCACIÓN FÍSICA

Profesores: Gilberto Martínez Gutiérrez y Kenneth Kelly

Tema: Actividad física - Karate

INTRODUCCIÓN

Como actividad física denominamos a todos aquellos movimientos corporales que implican gasto de energía, ya que realizamos actividad física en nuestra vida diaria cuando caminamos, bailamos, paseamos en bicicleta o realizamos la práctica de algún deporte en nuestros momentos de ocio. También puntualizamos sobre sus conceptos y múltiples beneficios para la salud en la práctica de forma regular y sistemática porque nos ayuda a mejorar o mantener nuestro bienestar físico y mental. El karate en ese contexto es la mejor formación para niños y jóvenes de 4 a 21 años y su práctica regular puede realizarse a cualquier edad. Permite una educación motora completa, reforzando todas sus facultades educativas y psicomotoras como lanzar, tirar, empujar, arrastrar, saltar, rodar, caer, coordinación motriz, espacio/tiempo, lateralidad, propioceptividad y socialización (estimular la relación con otras personas); utilizando del juego y la lucha múltiples elementos como un complemento de la motricidad en conjunto con la introducción de la técnica y táctica deportiva en busca de una aptitud física general óptima. El

COI (Comité Olímpico Internacional) lo considera uno de los deportes más completos y que promueve los valores de la amistad, la participación, el respeto y el esfuerzo para mejorar personalmente.

CONTENIDOS:

1. Video tutorial sobre que es el karate.
 - a. <https://youtu.be/bm7sDSk72VA>
 - b. <https://youtu.be/3x7yWI6O13M>
2. Video tutorial de cuántos estilos de karate hay.
 - a. <https://youtu.be/qwJGaok7b5A>
3. Manual básico sobre el karate.
 - a. https://drive.google.com/file/d/1LRnt-i2EqyjLMx_BhZTHcAyNCao53F3A/view?usp=sharing
4. Clase práctica sobre elementos técnicos de karate.

ACTIVIDADES DE APRENDIZAJE:

1. Observarán los videos tutoriales proporcionados para tener una idea conceptualizada del karate previo a la actividad de la clase virtual programada.
2. Indagarán el manual básico proporcionado en el video para tener una percepción más clara de la actividad que se realizará en clases.

Observaciones.:

- La clase de educación física será programada como actividad virtual en la plataforma zoom.
- La participación en la clase es de carácter **obligatorio** no es **opcional** y tendrá evaluación.
- Se tomará asistencia y debe presentarse en la clase con el uniforme de educación física del colegio, (**se evaluará**).
- Tenga en cuenta seguir las indicaciones dadas para evitar inconvenientes con su evaluación, y estar pendiente de la fecha y hora programada para la clase.

EVALUACIÓN:

Sumativa: Se evaluará la participación en la clase y su presentación con el uniforme del colegio.