

# The Alberta Curriculum

## GRADE 5

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the 2020 Alberta Curriculum



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## Introduction

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Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Alberta, the curriculum outline is freely available through the Alberta Education website (<https://new.learnalberta.ca/>) (French as a Second Language is available at [https://education.alberta.ca/media/160306/nine\\_year.pdf](https://education.alberta.ca/media/160306/nine_year.pdf)). However, it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Five Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education and French in Alberta.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Alberta Education's website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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*Please note that this checklist is a free product and may be distributed freely to whomever can use it.*

# Math

## Number

Specific Expectations	
<i>Develop number sense.</i>	
<input type="checkbox"/> Represent and describe whole numbers to 1 000 000.	
<input type="checkbox"/> Use estimation strategies in problem-solving contexts.	
<input type="checkbox"/> Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts.	
<input type="checkbox"/> Apply mental mathematics strategies for multiplication.	
<input type="checkbox"/> Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems	
<input type="checkbox"/> Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems.	
<input type="checkbox"/> Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:	
	<input type="checkbox"/> create sets of equivalent fractions
	<input type="checkbox"/> compare fractions with like and unlike denominators.
<input type="checkbox"/> Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.	
<input type="checkbox"/> Relate decimals to fractions and fractions to decimals (to thousandths).	
<input type="checkbox"/> Compare and order decimals (to thousandths) by using:	
	<input type="checkbox"/> benchmarks
	<input type="checkbox"/> place value
	<input type="checkbox"/> equivalent decimals.
<input type="checkbox"/> Demonstrate an understanding of addition and subtraction of decimals (limited to	

thousandths).

### Patterns & Relations (Patterns)

#### Specific Expectations

*Use patterns to describe the world and to solve problems.*

- ☐ Determine the pattern rule to make predictions about subsequent elements.

### Patterns & Relations (Variables & Equations)

#### Specific Expectations

*Represent algebraic expressions in multiple ways.*

- ☐ Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers).
- ☐ Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions.

### Shape and Space (Measurement)

#### Specific Expectations

*Use direct and indirect measurement to solve problems.*

- ☐ Identify 90° angles.
- ☐ Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.
- ☐ Demonstrate an understanding of measuring length (mm) by:

- ☐ selecting and justifying referents for the unit mm

- ☐ modelling and describing the relationship between mm and cm units, and between mm and m units.

- ☐ Demonstrate an understanding of volume by:

- ☐ constructing right rectangular prisms for a given volume.

- ☐ selecting and justifying referents for cm<sup>3</sup> or m<sup>3</sup> units

	<input type="checkbox"/> estimating volume, using referents for cm <sup>3</sup> or m <sup>3</sup>
	<input type="checkbox"/> measuring and recording volume (cm <sup>3</sup> or m <sup>3</sup> )
	<input type="checkbox"/> measuring and recording capacity (mL or L)
Demonstrate an understanding of capacity by:	
	<input type="checkbox"/> describing the relationship between mL and L
	<input type="checkbox"/> estimating capacity, using referents for mL or L

### Shape and Space (3-D Objects and 2-D Shapes)

#### Specific Expectations

*Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.*

- ☐ Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:

	<input type="checkbox"/> parallel
	<input type="checkbox"/> intersecting
	<input type="checkbox"/> perpendicular
	<input type="checkbox"/> vertical
	<input type="checkbox"/> horizontal

Identify and sort quadrilaterals, including:

	<input type="checkbox"/> rectangles
	<input type="checkbox"/> squares
	<input type="checkbox"/> trapezoids
	<input type="checkbox"/> parallelograms
	<input type="checkbox"/> rhombuses
	<input type="checkbox"/> according to their attributes.

### Transformations

#### Specific Expectations

<i>Describe and analyze position and motion of objects and shapes.</i>
<input type="checkbox"/> Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes.
<input type="checkbox"/> Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image.

## Statistics and Probability (Data Analysis)

<b>Specific Expectations</b>
<i>Collect, display and analyze data to solve problems.</i>
<input type="checkbox"/> Differentiate between first-hand and second-hand data.
<input type="checkbox"/> Construct and interpret double bar graphs to draw conclusions.

## Chance and Uncertainty

<b>Specific Expectations</b>
<i>Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.</i>
Describe the likelihood of a single outcome occurring, using words such as:
<input type="checkbox"/> impossible
<input type="checkbox"/> possible
<input type="checkbox"/> certain
Compare the likelihood of two possible outcomes occurring, using words such as:
<input type="checkbox"/> less likely
<input type="checkbox"/> equally likely
<input type="checkbox"/> more likely

## Language Arts

General Outcome	Specific Expectations
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	<i>Discover and Explore</i>
	<input type="checkbox"/> use appropriate prior knowledge and experiences to make sense of new ideas and information
	<input type="checkbox"/> read, write, represent and talk to explore personal understandings of new ideas and information
	<input type="checkbox"/> use own experiences as a basis for exploring and expressing opinions and understanding
	<input type="checkbox"/> select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics
	<input type="checkbox"/> select and explain preferences for particular forms of oral, print and other media texts
	<input type="checkbox"/> reflect on areas of personal accomplishment, and set personal goals to improve language learning and use
	<i>Clarify and Extend</i>
	<input type="checkbox"/> seek the viewpoints of others to build on personal responses and understanding
	<input type="checkbox"/> use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts
	<input type="checkbox"/> search for further ideas and information from others and from oral, print and other media texts to extend understanding
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	<i>Use Strategies and Cues</i>
	<input type="checkbox"/> describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information
	<input type="checkbox"/> use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning
	<input type="checkbox"/> preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts



	<input type="checkbox"/> comprehend new ideas and information by responding personally, taking notes and discussing ideas with others
	<input type="checkbox"/> use the meanings of familiar words to predict the meanings of unfamiliar words in context
	<input type="checkbox"/> monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources
	<input type="checkbox"/> use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information
	<input type="checkbox"/> identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information
	<input type="checkbox"/> identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context
	<input type="checkbox"/> integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context
	<input type="checkbox"/> find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words
	<i>Respond to Texts</i>
	<input type="checkbox"/> experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
	<input type="checkbox"/> express points of view about oral, print and other media texts
	<input type="checkbox"/> make connections between fictional texts and historical events
	<input type="checkbox"/> describe and discuss new places, times, characters and events encountered in oral, print and other media texts
	<input type="checkbox"/> write or represent the meaning of texts in different forms
	<input type="checkbox"/> compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community

	<input type="checkbox"/> describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts
	<input type="checkbox"/> describe and discuss the influence of setting on the characters and events
	<input type="checkbox"/> support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
	<input type="checkbox"/> retell or represent stories from the points of view of different characters
	<input type="checkbox"/> explain how simile and hyperbole are used to create mood and mental images
	<input type="checkbox"/> alter sentences and word choices to enhance meaning and to create mood and special effects
	<i>Understand Forms, Elements, and Techniques</i>
	<input type="checkbox"/> identify and discuss similarities and differences among a variety of forms of oral, print and other media texts
	<input type="checkbox"/> identify the main characteristics of familiar media and media texts
	<input type="checkbox"/> identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
	<input type="checkbox"/> identify and discuss the main character's point of view and motivation
	<input type="checkbox"/> identify examples of apt word choice and imagery that create particular effects
	<input type="checkbox"/> identify sections or elements in print or other media texts, such as shots in films or sections in magazines
	<input type="checkbox"/> experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning
	<i>Create Original Text</i>
	<input type="checkbox"/> use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

	<input type="checkbox"/> experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes
	<input type="checkbox"/> use structures encountered in texts to organize and present ideas in own oral, print and other media texts
	<input type="checkbox"/> use own experience as a starting point and source of information for fictional oral, print and other media texts
<p>Students will listen, speak, read, write, view and represent to manage ideas and information.</p> <p>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<i>Plan and Focus</i>
	<input type="checkbox"/> summarize important ideas in oral, print and other media texts and express opinions about them
	<input type="checkbox"/> combine personal knowledge of topics with understanding of audience needs to focus topics for investigation
	<input type="checkbox"/> identify categories of information related to particular topics, and ask questions related to each category
	<input type="checkbox"/> develop and follow own plan for gathering and recording ideas and information
	<i>Select and Process</i>
	<input type="checkbox"/> locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions
	<input type="checkbox"/> use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information
	<input type="checkbox"/> skim, scan and listen for key words and phrases
	<input type="checkbox"/> determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria
	<i>Organize, Record and Evaluate</i>
	<input type="checkbox"/> use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding
	<input type="checkbox"/> organize ideas and information to emphasize key points for the audience
	<input type="checkbox"/> add, delete or combine ideas to communicate more effectively
	<input type="checkbox"/> record information in own words; cite titles and authors alphabetically, and provide publication dates of sources

	<input type="checkbox"/> combine ideas and information from several sources
	<input type="checkbox"/> record ideas and information in relevant categories, according to a research plan
	<input type="checkbox"/> connect gathered information to prior knowledge to reach new conclusions
	<i>Share and Review</i>
	<input type="checkbox"/> communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues
	<input type="checkbox"/> select visuals, print and/or other media to inform and engage the audience
	<input type="checkbox"/> assess personal research skills, using pre-established criteria
	<i>Enhance and Improve</i>
	<input type="checkbox"/> develop criteria for evaluating the effectiveness of oral, print and other media texts
	<input type="checkbox"/> use developed criteria to provide feedback to others and to revise own work
	<input type="checkbox"/> revise to add and organize details that support and clarify intended meaning
	<input type="checkbox"/> edit for appropriate use of statements, questions and exclamations
	<input type="checkbox"/> write legibly, using a style that is consistent in alignment, shape and slant
	<input type="checkbox"/> apply word processing skills, and use publishing programs to organize information
	<input type="checkbox"/> extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus
	<input type="checkbox"/> distinguish different meanings for the same word, depending on the context in which it is used
	<input type="checkbox"/> experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis
	<i>Attend to Conventions</i>
	<input type="checkbox"/> use words and phrases to modify and clarify ideas in own writing
	<input type="checkbox"/> use connecting words to link ideas in sentences and paragraphs

	<input type="checkbox"/> identify irregular verbs, and use in own writing
	<input type="checkbox"/> identify past, present and future verb tenses, and use in sentences
	<input type="checkbox"/> use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing
	<input type="checkbox"/> study and use the correct spelling of commonly misspelled words in own writing
	<input type="checkbox"/> know and consistently apply spelling conventions when editing and proofreading own writing
	<input type="checkbox"/> use capital letters, appropriately, in titles, headings and subheadings in own writing
	<input type="checkbox"/> use quotation marks and separate paragraphs to indicate passages of dialogue in own writing
	<input type="checkbox"/> recognize various uses of apostrophes, and use them appropriately in own writing
	<i>Present and Share</i>
	<input type="checkbox"/> organize ideas and information in presentations to maintain a clear focus and engage the audience
	<input type="checkbox"/> use effective openings and closings that attract and sustain reader or audience interest
	<input type="checkbox"/> identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
	<input type="checkbox"/> show respect for the presenter's opinions by listening politely and providing thoughtful feedback
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	<i>Respect Others and Strengthen Community</i>
	<input type="checkbox"/> discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
	<input type="checkbox"/> compare own and others' responses to ideas and experiences related to oral, print and other media texts
	<input type="checkbox"/> identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities

	<input type="checkbox"/> select and use language appropriate in tone and form to recognize and honour people and events
	<input type="checkbox"/> determine and use language appropriate to the context of specific situations
	<i>Work within a Group</i>
	<input type="checkbox"/> accept and take responsibility for fulfilling own role as a group member
	<input type="checkbox"/> discuss and decide whether to work individually or collaboratively to achieve specific goals
	<input type="checkbox"/> formulate questions to guide research or investigations, with attention to specific audiences and purposes
	<input type="checkbox"/> contribute ideas to help solve problems, and listen and respond constructively
	<input type="checkbox"/> show appreciation for the contributions of others, and offer constructive feedback to group members

## Science & Technology

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## Electricity and Magnetism

General Outcome	Specific Expectations
<input type="checkbox"/> Recognize and appreciate the potential dangers involved in using sources of electrical currents:	<input type="checkbox"/> understand that household electrical currents are potentially dangerous and not a suitable source for experimentation <input type="checkbox"/> understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits <input type="checkbox"/> understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries.
<input type="checkbox"/> Describe and demonstrate example activities that show that electricity and magnetism are related	<input type="checkbox"/> demonstrate that electricity can be used to create magnetism <input type="checkbox"/> demonstrate that a moving magnet can be used to generate electricity. <input type="checkbox"/> Demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses. <input type="checkbox"/> Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit. <input type="checkbox"/> Distinguish electrical conductors—materials that allow electricity to flow through them— from insulators—materials that do not allow electricity to flow through them. <input type="checkbox"/> Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity. <input type="checkbox"/> Predict the effect of placing an electrical resistance in a simple circuit; e.g., in a circuit with a light bulb or electric motor <input type="checkbox"/> Recognize that the amount of electricity we use in our homes is measured in kilowatt hours.
<input type="checkbox"/> Interpret and explain:	

	<input type="checkbox"/> the reading on a household electrical meter
	<input type="checkbox"/> efficiency labels on electrical appliances.
	<input type="checkbox"/> Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.

### Mechanisms Using Electricity

General Outcome	Specific Expectations
<p>Students will:</p> <p>Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices</p>	<input type="checkbox"/> Identify example applications of electrical devices in the school and home environment, and classify the kinds of uses. Categories of electrical use may include such things as: heating, lighting, communicating, moving, computing.
	<input type="checkbox"/> Design and construct circuits that operate lights and other electrical devices.
	<input type="checkbox"/> Recognize the importance of switches and other control mechanisms to the design and operation of electrical devices, and identify purposes of switches in particular applications.
	<input type="checkbox"/> Construct and use a variety of switches.
	<input type="checkbox"/> Design and construct vehicles or other devices that use a battery-powered electric motor to produce motion; e.g., model cars, hoists, fans.
	<input type="checkbox"/> Design and construct a burglar alarm.
	<input type="checkbox"/> Demonstrate different ways of lighting two lights from a single power source, and compare the results. Students should recognize that wiring two bulbs in series makes both bulbs glow less brightly than if the bulbs are wired in parallel. Students may demonstrate this knowledge operationally and do not need to use the terms series and parallel.
	<input type="checkbox"/> Demonstrate different ways of using two batteries to light a bulb, and compare the results. Students should recognize that wiring the batteries in series causes the bulb to glow brighter



	than it would if parallel wiring were used.
	<input type="checkbox"/> Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements.

### Classroom Chemistry

General Outcome	Specific Expectations
<p>Students will:</p> <p>Describe the properties and interactions of various household liquids and solids, and interpret their interactions.</p>	<input type="checkbox"/> Recognize and identify examples of the following kinds of mixtures: <ul style="list-style-type: none"> <li><input type="checkbox"/> two or more solids; e.g., sand and sugar</li> <li><input type="checkbox"/> a solid and a liquid; e.g., sugar and water</li> <li><input type="checkbox"/> two or more liquids; e.g., milk and tea.</li> </ul>
	<input type="checkbox"/> Apply and evaluate a variety of techniques for separating different materials.
	<input type="checkbox"/> Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution.
	<input type="checkbox"/> Demonstrate a procedure for making a crystal.
	<input type="checkbox"/> Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids.
	<input type="checkbox"/> Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air.
	<input type="checkbox"/> Distinguish reversible from irreversible changes of materials, and give examples of each.
	<input type="checkbox"/> Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances.
	<input type="checkbox"/> Use an indicator to identify a solution as being acidic or basic.

### Weather Watch

General Outcome	Specific Expectations
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<p>Students will:</p> <p>Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface.</p> <p>Investigate relationships between weather phenomena and human activity.</p>	<input type="checkbox"/> Predict where, within a given indoor or outdoor environment, one is likely to find the warmest and coolest temperatures.
	<input type="checkbox"/> Describe patterns of air movement, in indoor and outdoor environments, that result when one area is warm and another area is cool.
	<input type="checkbox"/> describe and demonstrate methods for measuring wind speed and for finding wind direction.
	<input type="checkbox"/> describe evidence that air contains moisture and that dew and other forms of precipitation come from moisture in the air.
	<input type="checkbox"/> describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow.
	<input type="checkbox"/> Measure at least four different kinds of weather phenomena. Either student- constructed or standard instruments may be used.
	<input type="checkbox"/> Record weather over a period of time.
	<input type="checkbox"/> Identify some common types of clouds, and relate them to weather patterns.
	<input type="checkbox"/> Describe the effects of the Sun's energy on daily and seasonal changes in temperature— 24-hour and yearly cycles of change
	<input type="checkbox"/> Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates.
	<input type="checkbox"/> Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.
	<input type="checkbox"/> Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.
	<input type="checkbox"/> Appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather.
	<input type="checkbox"/> Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions; e.g., water resistance, wind resistance, protection from cold.

## Wetland Ecosystems

General Outcome	Specific Expectations
<p>Students will:</p> <p>Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.</p>	<input type="checkbox"/> Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen.
	<input type="checkbox"/> Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water.
	<input type="checkbox"/> Identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals.
	<input type="checkbox"/> Identify and describe adaptations that make certain plants and animals suited for life in a wetland.
	<input type="checkbox"/> Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.
	<input type="checkbox"/> Identify the roles of different organisms in the food web of a pond: <ul style="list-style-type: none"> <li><input type="checkbox"/> producers—green plants that make their own food, using sunlight</li> <li><input type="checkbox"/> consumers—animals that eat living plants and/or animals</li> <li><input type="checkbox"/> decomposers—organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living.</li> </ul>
	<input type="checkbox"/> Draw diagrams of food chains and food webs, and interpret such diagrams.
	<input type="checkbox"/> Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each.
	<input type="checkbox"/> Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.
	<input type="checkbox"/> Identify individual and group actions that can be taken to preserve and enhance wetland habitats.
	<input type="checkbox"/> Recognize that changes in part of an environment have effects on the whole environment.

## Social Studies

### Physical Geography of Canada

General Outcome	Specific Expectations
<i>Values and Attitudes</i>	
Students will:	<input type="checkbox"/> appreciate the variety and abundance of natural resources in Canada
Value Canada's physical geography and natural	<input type="checkbox"/> appreciate the diversity of geographic phenomena in Canada

environment:	<input type="checkbox"/> appreciate the environmental significance of national parks and protected areas in Canada
	<input type="checkbox"/> appreciate how the land sustains communities and the diverse ways that people have of living with the land
	<input type="checkbox"/> appreciate the influence of the natural environment on the growth and development of Canada
	<input type="checkbox"/> demonstrate care and concern for the environment through their choices and actions
	<input type="checkbox"/> appreciate the geographic vastness of Canada
<i>Knowledge and Understanding</i>	
<p>Students will:</p> <p>Examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> What are the major geographical regions, landforms and bodies of water in Canada? (
	<input type="checkbox"/> How do landforms, bodies of water and natural resources affect the quality of life in Canada?
	<input type="checkbox"/> How have natural disasters and severe weather been part of Canada's physical geography?
	<input type="checkbox"/> What are the differences and similarities among the geographical regions of Canada?
	<input type="checkbox"/> How is the geographical region they live in different from other regions of Canada?
	<input type="checkbox"/> What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)?
<p>Students will:</p> <p>Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment?
	<input type="checkbox"/> In what ways do natural resources and the physical geography of a region determine the establishment of communities?
	<input type="checkbox"/> How are natural resources used, exchanged and conserved in Canada?  <input type="checkbox"/> Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas?

## **Histories and Stories of Ways of Life in Canada**

General Outcome	Specific Expectations
<i>Values and Attitudes</i>	
<p>Students will:</p> <p>Appreciate the complexity of identity in the Canadian context:</p>	<input type="checkbox"/> recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity
	<input type="checkbox"/> acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history
	<input type="checkbox"/> acknowledge the roots of Francophone identity and presence in Canada
	<input type="checkbox"/> acknowledge British influence and presence in Canada
	<input type="checkbox"/> acknowledge the contributions made by diverse cultural groups to the evolution of Canada
	<input type="checkbox"/> recognize how changes in society can affect identity
<i>Knowledge and Understanding</i>	
<p>Students will:</p> <p>Examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
	<input type="checkbox"/> How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
	<input type="checkbox"/> How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?
	<input type="checkbox"/> What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast?
	<input type="checkbox"/> In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples?
<p>Students will:</p> <p>Examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada?
	<input type="checkbox"/> What do stories about the habitants tell us about Francophone history, culture and presence in Canada?
<p>Students will:</p> <p>Examine, critically, ways</p>	<input type="checkbox"/> How are the stories of the Métis people, their culture and heritage rooted in the fur trade?
	<input type="checkbox"/> How do stories about ways of life in fur trade forts reflect the

of life of the fur traders by exploring and reflecting upon the following questions and issues:	British influence in Canada?
	<input type="checkbox"/> What were the main languages spoken by fur traders and their families in the fur trade forts?
Students will:  Examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:	<input type="checkbox"/> What do stories of the United Empire Loyalists tell us about British culture and presence in Canada?
	<input type="checkbox"/> How did the diversity of United Empire Loyalists contribute to Canadian diversity?
Students will:  Examine, critically, the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:	<input type="checkbox"/> What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada?
	<input type="checkbox"/> What do stories of British peoples tell us about the British history, culture and presence in Canada?
Students will:  Examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:	<input type="checkbox"/> What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada?
	<input type="checkbox"/> How have stories of the North West Mounted Police shaped identity in western and northern Canada?
Students will:  Examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:	<input type="checkbox"/> How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada?
	<input type="checkbox"/> What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada?
	<input type="checkbox"/> How do stories of immigrants from India contribute to an understanding of diversity in Canada?
Students will:	<input type="checkbox"/> What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in

Examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:	western Canada?
	<input type="checkbox"/> How were European immigrants affected by pressures to conform in western Canada?

### Canada: Shaping an Identity

General Outcome	Specific Expectations
<i>Values and Attitudes</i>	
Students will:  appreciate how changes impact citizenship and identity:	<input type="checkbox"/> recognize how economic and political changes impact ways of life of citizens
	<input type="checkbox"/> recognize the effects of Confederation on citizenship and identity from multiple perspectives
	<input type="checkbox"/> recognize the historical significance of French and English as Canada's official languages
<i>Knowledge and Understanding</i>	
Students will:  Assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:	<input type="checkbox"/> How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation?
	<input type="checkbox"/> How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages?
	<input type="checkbox"/> How did the building of Canada's national railway affect the development of Canada?
	<input type="checkbox"/> Why were Aboriginal peoples excluded from the negotiations surrounding Confederation?



<p>Students will:</p> <p>Assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> Who were the Famous Five?
	<input type="checkbox"/> How did they identify the need for change in Canadian laws?
	<input type="checkbox"/> How did the changes brought on by their actions affect individual rights in Canada?
<p>Students will:</p> <p>Assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> How did the First World War contribute to the industrialization and urbanization of Canada?
	<input type="checkbox"/> In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities?
	<input type="checkbox"/> How did the economic boom immediately following the Second World War affect ways of life in Canada?
<p>Students will:</p> <p>Assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:</p>	<input type="checkbox"/> How was the Statute of Westminster a recognition of Canada as a country?
	<input type="checkbox"/> How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country?
	<input type="checkbox"/> How did the adoption of the Canadian flag affect collective identity within Canada?
	<input type="checkbox"/> How was the patriation of the Constitution in 1982 a step toward nationhood?
	<input type="checkbox"/> How is the Canadian Charter of Rights and Freedoms a symbol of Canada's emerging identity?
	<input type="checkbox"/> What factors led to the creation of Nunavut?

**Skills and Processes (Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies)**

General Outcome	Specific Expectations
<i>Dimensions of Thinking</i>	

<p>Students will:</p> <p>Develop skills of critical thinking and creative thinking:</p>	<input type="checkbox"/> analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
	<input type="checkbox"/> evaluate ideas, information and positions from multiple perspectives
	<input type="checkbox"/> re-evaluate personal opinions to broaden understanding of a topic or an issue
	<input type="checkbox"/> generate original ideas and strategies in situations of individual and group activities
	<input type="checkbox"/> seek responses to inquiries from various authorities through electronic media
	<input type="checkbox"/> recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used
<p>Students will:</p> <p>Develop skills of historical thinking:</p>	<input type="checkbox"/> use photographs and interviews to make meaning of historical information
	<input type="checkbox"/> use historical and community resources to understand and organize the sequence of national historical events
	<input type="checkbox"/> explain the historical context of key events of a given time period
	<input type="checkbox"/> organize information, using such tools as a database, spreadsheet or electronic webbing
<p>Students will:</p> <p>Develop skills of geographic thinking:</p>	<input type="checkbox"/> use latitude and longitude to determine the absolute location of places in Canada on maps and globes
	<input type="checkbox"/> construct maps, diagrams and charts to display geographic information
	<input type="checkbox"/> use historical maps to make meaning of historical events and issues
	<input type="checkbox"/> use cardinal and intermediate directions and simple grids to locate places on maps and globes
	<input type="checkbox"/> use the scale on maps and globes to determine the distance

	between places
	<input type="checkbox"/> list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)
<p>Students will:</p> <p>Demonstrate skills of decision making and problem solving:</p>	<input type="checkbox"/> determine when a decision needs to be made in dealing with problems and issues
	<input type="checkbox"/> collaborate with others to apply strategies for decision making and problem solving
	<input type="checkbox"/> select and use technology to assist in problem solving
	<input type="checkbox"/> use data gathered from a variety of electronic sources to address identified problems
	<input type="checkbox"/> solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
	<input type="checkbox"/> use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
	<input type="checkbox"/> generate alternative solutions to problems by using technology to facilitate the process
<i>Social Participation as a Democratic Process</i>	
<p>Students will:</p> <p>Demonstrate skills of cooperation, conflict resolution and consensus building:</p>	<input type="checkbox"/> consider multiple points of view while attempting to reach group consensus
	<input type="checkbox"/> demonstrate the ability to deal constructively with diversity and disagreement
	<input type="checkbox"/> work collaboratively with others to achieve a common goal
	<input type="checkbox"/> record group brainstorming, planning and sharing of ideas by using technology
	<input type="checkbox"/> retrieve data from available storage devices, such as a shared folder, to which a group has contributed

<p>Students will:</p> <p>Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate commitment to the well-being of the school or community by volunteering to help where needed</li> </ul>
<i>Research for Deliberative Inquiry</i>	
<p>Students will:</p> <p>Apply the research process:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> determine themes, patterns and trends from information gathered</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> use graphs, tables, charts and Venn diagrams to interpret information</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> draw and support conclusions, based on information gathered, to answer a research question</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> cite references as part of research</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> navigate within a document, compact disc or other software program that contains links</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> organize information, using such tools as a database, spreadsheet or electronic webbing</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> use a variety of technologies to organize and synthesize researched information</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> reflect on and describe the processes involved in completing a project</li> </ul>
<i>Communication</i>	

Students will:  Demonstrate skills of oral, written and visual literacy:	<input type="checkbox"/> select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
	<input type="checkbox"/> respond appropriately to comments and questions, using language respectful of human diversity
	<input type="checkbox"/> listen to others to understand their perspectives
	<input type="checkbox"/> create visual images for particular audiences and purposes
	<input type="checkbox"/> identify and distinguish points of view expressed in electronic sources on a particular topic
	<input type="checkbox"/> extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
Students will:  Develop skills of media literacy:	<input type="checkbox"/> communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
	<input type="checkbox"/> examine how various people might interpret a media message differently
	<input type="checkbox"/> examine diverse perspectives regarding an issue presented in the media

## The Arts

### Drama

Section	Specific Expectations
<i>Structured Dramatic Play</i>	
Physical	<input type="checkbox"/> The child should develop sensory awareness
	<input type="checkbox"/> The child should become aware of body and voice as instruments of expression
	<input type="checkbox"/> The child should explore and express large and small body movements

	<input type="checkbox"/> The child should develop techniques for relaxation
Intellectual	<input type="checkbox"/> The child should develop and exercise imagination
	<input type="checkbox"/> The child should develop concentration
	<input type="checkbox"/> The child should recognize and learn to trust the intuitive response
	<input type="checkbox"/> The child should exercise divergent and convergent thinking
Emotional	<input type="checkbox"/> The child should explore emotion
	<input type="checkbox"/> The child should control emotion
	<input type="checkbox"/> The child should express emotion
Social	<input type="checkbox"/> The child should understand self
	<input type="checkbox"/> The child should understand others
	<input type="checkbox"/> The child should discipline self
	<input type="checkbox"/> The child should develop acceptance of self/others (tolerance)
	<input type="checkbox"/> The child should develop appreciation of the work of self and others
	<input type="checkbox"/> The child should cope with emotional responses
Integrative	<input type="checkbox"/> The child should understand and respond to environment
	<input type="checkbox"/> The child should respect and investigate ideas of others
	<input type="checkbox"/> The child should role play
	<input type="checkbox"/> The child should develop a sense of form
	<input type="checkbox"/> The child should make the abstract concrete
	<input type="checkbox"/> The child should learn to respond to stimuli; e.g., music, pictures, objects, literature
	<input type="checkbox"/> The child should develop the confidence to make choices
	<input type="checkbox"/> The child should respect the space of others
	<input type="checkbox"/> The child should communicate through space
	<input type="checkbox"/> The child should test and reflect on the consequences of dramatic decisions
<i>Dramatic Form</i>	
Dramatic Movement	<input type="checkbox"/> The child should understand personal space, general space and the inherent differences between the two

	<input type="checkbox"/> The child should develop flexible, free and controlled movement
	<input type="checkbox"/> The child should practise moving in different ways in response to a variety of stimuli
	<input type="checkbox"/> The child should discover how to use the body as a vehicle for expressing and interpreting feelings and ideas
	<input type="checkbox"/> The child should analyze different ways of moving alone and with others
	<input type="checkbox"/> The child should appreciate the aesthetics of movement
	<input type="checkbox"/> The child should express simple characterization through movement
	<input type="checkbox"/> The child should use dramatic movement to investigate the environment
	<input type="checkbox"/> The child should develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum
<i>Mime</i>	
	<input type="checkbox"/> The child should learn to express oneself physically and imaginatively through movement and gesture
	<input type="checkbox"/> The child should observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)
	<input type="checkbox"/> The child should explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)
	<input type="checkbox"/> The child should observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)
	<input type="checkbox"/> The child should learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)
	<input type="checkbox"/> The child should investigate physical comedy through examination of the allied art of clowning
	<input type="checkbox"/> The child should develop an understanding and appreciation for an art form

	<input type="checkbox"/> The child should apply mime skills to learning situations
<i>Choral Speech</i>	
	Develop the following vocal skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	Develop the following interpretive skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Listen to self and others
	<input type="checkbox"/> Blend the voice with others
	<input type="checkbox"/> Respond to cues given by leader
	<input type="checkbox"/> Speak: <ul style="list-style-type: none"> <li>-in unison</li> <li>-antiphonally</li> <li>-cumulatively</li> <li>– solo lines</li> </ul>
<i>Storytelling</i>	



	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	<p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop appreciation for enjoyment of literature</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and extend the ability to recall and sequence events</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an awareness and understanding of differentiation of character within a story</li> </ul>
<i>Dramatization</i>	
	<p>Develop role-playing skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accept role playing as a positive learning experience</li> <li><input type="checkbox"/> take on the attitude of another</li> <li><input type="checkbox"/> assume the physical attributes of another</li> <li><input type="checkbox"/> emphasize the situation of another</li> <li><input type="checkbox"/> use role playing as a problem-solving tool</li> </ul>
	<p>Recognize and use dramatic form:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appreciate and use the possibilities of a story line in sequence</li> <li><input type="checkbox"/> recognize and incorporate structure; i.e., beginning, middle and end</li> <li><input type="checkbox"/> respond in language appropriate to different situations</li> </ul>

	<input type="checkbox"/> recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment
	<input type="checkbox"/> Develop an appreciation of the art form of acting out literature
	<input type="checkbox"/> Be motivated to extend the dramatization experience into other subject areas
<i>Puppetry</i>	
	Become aware of the puppet as a communicative medium by: <ul style="list-style-type: none"> <li><input type="checkbox"/> moving as a puppet</li> <li><input type="checkbox"/> moving another as a puppet</li> <li><input type="checkbox"/> constructing a simple puppet</li> </ul>
	Apply moving skills to puppetry by: <ul style="list-style-type: none"> <li><input type="checkbox"/> experimenting with puppet manipulation</li> <li><input type="checkbox"/> exploring and creating various environments through which the child can move the puppet</li> </ul>
	The child should apply speaking skills to puppetry by: <ul style="list-style-type: none"> <li><input type="checkbox"/> communicating through the puppet as an extension of self</li> <li><input type="checkbox"/> responding to another puppet creating dialogue</li> </ul>
	The child should apply dramatization skills to puppetry by: <ul style="list-style-type: none"> <li><input type="checkbox"/> creating a character for a puppet</li> <li><input type="checkbox"/> creating an environment in which the character will react</li> <li><input type="checkbox"/> expressing feelings as a puppet</li> <li><input type="checkbox"/> working with others to create a puppet story</li> </ul>
	Appreciate the complexities of a puppet performance by: <ul style="list-style-type: none"> <li><input type="checkbox"/> sharing their own puppet scene/episodes/play with each other</li> <li><input type="checkbox"/> with other groups in the class</li> <li><input type="checkbox"/> viewing other puppet performances; e.g., student or professional</li> </ul>
	<input type="checkbox"/> Apply the skills of puppetry to other subject areas
<i>Choric Drama</i>	

	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	<p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Use skills as outlined in choral speech, dramatic movement, mime and dramatization
	<input type="checkbox"/> Create individual and/or group characterization
	<input type="checkbox"/> Explore appropriate movement and speech qualities for characterization
	<input type="checkbox"/> Apply choric drama skills to the investigation of other areas of study
	<input type="checkbox"/> The child should learn how to use theatrical elements to enhance a presentation
<i>Reader's Theatre</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard</li> </ul>



	<p>speech</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	<p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop appreciation for enjoyment of literature</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should communicate effectively from a prepared script</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should use skills as outlined in choral speech and/or storytelling and dramatization</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should select visual elements to enhance communication</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should appreciate readers' theatre as an art form</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should learn scripting techniques</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should adapt material from other areas of study to the readers' theatre</li> </ul>
<i>Story Theatre</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> </ul>


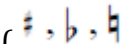
	<input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy <input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	<p>Develop the following interpretive skills:</p> <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Develop an appreciation of story theatre as an art form
	<input type="checkbox"/> The child should use skills as outlined in storytelling and dramatization
	<input type="checkbox"/> The child should develop the ability to select theatre elements that best enhance the literature
	<input type="checkbox"/> The child should develop the ability to recognize literature and experiences that are best accommodated by this style of expression
<i>Playmaking</i>	
	<input type="checkbox"/> Appreciate playmaking by others; e.g., other students or professionals
	<input type="checkbox"/> The child should use skills as outlined in dramatization
	<input type="checkbox"/> The child should develop the ability to originate a dramatic story: – respond to a need to develop a dramatic story to meet a given situation – use dramatization skills to develop expression
	<input type="checkbox"/> The child should develop the ability to shape a dramatic story:

	<ul style="list-style-type: none"> <li>– organize events</li> <li>– develop dialogue appropriate to the situation</li> <li>– develop awareness of mood and atmosphere</li> <li>– learn to control mood and atmosphere</li> <li>– appreciate the art of structuring a play</li> </ul>
	<ul style="list-style-type: none"> <li>□ The child should develop the ability to communicate a story:               <ul style="list-style-type: none"> <li>– refine communication skills in voice, movement and gesture</li> <li>– be aware of and use such theatrical elements as movement/stillness, light/dark, sound/silence</li> <li>– appreciate the use of these theatrical elements in communicating a play</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>□ The child should use the art of playmaking to express ideas and content from other subject areas; e.g., history, literature, feelings</li> </ul>
<i>Group Drama</i>	
	Develop the ability to make decisions in a group: <ul style="list-style-type: none"> <li>□ accept self as part of a group</li> <li>□ listen to ideas of another</li> <li>□ offer own ideas</li> <li>□ become aware of and accept the group purpose</li> </ul>
	Cooperatively build a drama to: <ul style="list-style-type: none"> <li>□ send both verbal and non-verbal signals to others</li> <li>□ receive and respond to verbal and non-verbal signals</li> <li>□ solve problems</li> <li>□ recognize and use group space</li> <li>□ become aware of and use tensions/conflicts</li> <li>□ appreciate the shared creation of a drama</li> </ul>
	<ul style="list-style-type: none"> <li>□ Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama</li> </ul>

## Music

Section	Specific Expectations
<i>Rhythm</i>	
By the end of Grade 5, students will understand that:	<ul style="list-style-type: none"> <li>□ duration concepts are extended to include dotted notes and</li> </ul>

	combinations of patterns 	
	<input type="checkbox"/>	accents may fall on beats that are usually unaccented  (syncopation). 
	<input type="checkbox"/>	rhythm is created by combining beat, tempo, patterns, metre and duration.
<i>Melody</i>		
By the end of Grade 5, students will understand that:	<input type="checkbox"/>	melodies may be based on the “G” and “F” major scales, and their related minors.
	<input type="checkbox"/>	a melody is changed when its rhythm is changed.
<i>Harmony</i>		
By the end of Grade 5, students will understand that:	<input type="checkbox"/>	voices with different pitch ranges can be combined to create harmony.
	<input type="checkbox"/>	the notes of a chord may be performed to accompany a melody.
<i>Form</i>		
By the end of Grade 5, students will understand that:	<input type="checkbox"/>	improvisation is part of many forms of music.
	<input type="checkbox"/>	repetition and contrast give unity and variety to form in music.
<i>Expression (tempo, dynamics, tone colour)</i>		
By the end of Grade 5, students will understand that:	<input type="checkbox"/>	new sounds may be created using instruments in new ways, by inventing new instruments or by electronic methods.
<i>Listening</i>		
By the end of Grade 5 students will be able to:	<input type="checkbox"/>	identify the human voice categories: soprano, contralto, tenor, bass.
	<input type="checkbox"/>	match names, sounds and pictures of many instruments.
	<input type="checkbox"/>	identify chord changes aurally (ukuleles, resonator bells and autoharps).
<i>Moving</i>		
By the end of Grade 5,	<input type="checkbox"/>	move to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas),

students will be able to:	as appropriate to the psychomotor development of the students.
<i>Singing</i>	
By the end of Grade 5, students will be able to:	<input type="checkbox"/> The student will be able to use sol-fa skills in reading music and sight singing.
	<input type="checkbox"/> The student will be able to sing three- and four-part rounds and two-part soprano, alto (S.A.) songs.
	<input type="checkbox"/> The student will be able to extend vocal development to include phrasing, enunciation and expression.
<i>Playing Instruments</i>	
By the end of Grade 5, students will be able to:	<input type="checkbox"/> demonstrate skills on as many as possible of the following instruments: -Ukuleles — learn basic chords and rhythms to accompany many songs. Proceed to plucking melody notes. -Handbells — basic ringing techniques.
<i>Reading and Writing</i>	
By the end of Grade 5, students will be able to:	<input type="checkbox"/> The student will be able to develop ability to read parts while singing; e.g., soprano, alto.
	<input type="checkbox"/> The student will be able to recognize syncopated rhythms; e.g., 
	<input type="checkbox"/> The student will be able to recognize the following chord progressions: I, IV, V and V7.
	<input type="checkbox"/> The student will be able to recognize ties, slurs and accidentals (  — sharp, flat, natural).
	<input type="checkbox"/> The student will be able to review terms in the literature that refer to dynamics; e.g., diminuendo.
<i>Creating</i>	
By the end of Grade 5, the student will be able to:	<input type="checkbox"/> The student will be able to add original descants to songs
	<input type="checkbox"/> The student will be able to use a variety of scales to create new melodies.



## Attitudes

<i>Enjoyment</i>
<input type="checkbox"/> An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.
<i>Positive Attitudes</i>
<input type="checkbox"/> Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.

## Visual Arts

Section	Concepts
<i>Reflection</i>	
ANALYSIS: Students will study and analyze the individual character of natural objects or forms.	<input type="checkbox"/> Natural forms tell something about the way they were made.
	<input type="checkbox"/> Natural forms can be examined for less visible characteristics.
	<input type="checkbox"/> The conditions under which something is viewed affects what is seen; e.g., natural screens like snow and rain, or lenses such as telescopic, microscopic and coloured glass.
	<input type="checkbox"/> A form can be examined analytically to see how the whole is composed of its parts.
	<input type="checkbox"/> A form can be examined synthetically to see how the parts make up the whole.
	<input type="checkbox"/> Natural forms reveal many different structures; e.g., skeletal, spiral, orbital, radial, floating, grid, fan, arch, concentric, faceted.
ASSESSMENT: Students will impose standards on designed objects and invent improved versions.	<input type="checkbox"/> Shapes evolve and change over time.
	<input type="checkbox"/> Designed objects can be evaluated on the basis of function and attractiveness.
	<input type="checkbox"/> Criteria are necessary for the evaluation of designed objects.
	<input type="checkbox"/> Improved designs can be conceived for any object.

<p><b>APPRECIATION:</b> Students will interpret artworks for their symbolic meaning.</p>	<input type="checkbox"/> Artistic style affects the emotional impact of an artwork.
	<input type="checkbox"/> An artwork can be analyzed for the meaning of its visible components and their interrelationships.
	<input type="checkbox"/> Artworks contain symbolic representations of a subject or theme.
	<input type="checkbox"/> Artworks can be appreciated at many different levels, literal and symbolic.
	<input type="checkbox"/> An art critic helps us to understand works of art.
<i>Depiction</i>	
<p><b>MAIN FORMS AND PROPORTION:</b> Students will modify forms by abstraction, distortion and other transformations.</p>	<input type="checkbox"/> The direction of shapes determines the static or dynamic quality of the work.
	<input type="checkbox"/> Shapes can be enhanced with complexities, embedded or extended forms.
	<input type="checkbox"/> The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.
	<input type="checkbox"/> Forms can reveal their functions.
	<input type="checkbox"/> Shapes can be abstracted or reduced to their essence.
	<input type="checkbox"/> Shapes can be distorted for special reasons.
	<input type="checkbox"/> Sighting techniques can be used to analyze the proportions of things.
	<input type="checkbox"/> Receding planes and foreshortened forms create depth in a picture plane.
	<input type="checkbox"/> Gridding can be used for systematically capturing or distorting the proportions of things.
<p><b>ACTIONS AND VIEWPOINTS:</b> Students will refine methods and</p>	<input type="checkbox"/> Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.

techniques for more effortless image making.	<input type="checkbox"/> Using a finder or viewing frame helps to see an action within a format.
	<input type="checkbox"/> Pushing out a shape from the inside to the edges allows a flexible means of catching the position.
	<input type="checkbox"/> Size interchange affects the apparent position of something.
	<input type="checkbox"/> Surface reflections, shading and shadows affect the viewpoints.
QUALITIES AND DETAILS: Students will employ surface qualities for specific effects	<input type="checkbox"/> Colour harmonies affect the mood and feeling of the viewer.
	<input type="checkbox"/> Tonal interchanges enhance a work.
	<input type="checkbox"/> Distinguishing characteristics of things can be portrayed vividly or subtly.
	<input type="checkbox"/> The character of marks is influenced by drawing or painting tools and methods.
<i>Composition</i>	
EMPHASIS: Students will create emphasis through the use of structural devices and strategies.	<input type="checkbox"/> Viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest.
	<input type="checkbox"/> The important area in a composition can be enhanced by radial, conical and framing structures.
	<input type="checkbox"/> Rhythmic features can lead the eye to the dominant area in a composition.
	<input type="checkbox"/> Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.
	<input type="checkbox"/> Labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.
UNITY: Students will create unity by integrating the parts of a composition into the whole.	<input type="checkbox"/> Implied line produces tensions and connections to achieve unity.
	<input type="checkbox"/> Foreground to background movement keeps the interest within a composition.
	<input type="checkbox"/> Transitions of colour, texture or tone relate the parts of a composition to a unified whole.
	<input type="checkbox"/> Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
	<input type="checkbox"/> Interesting negative space complements and binds the positive areas into an harmonious whole.

	<input type="checkbox"/> Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.
<b>CRAFTSMANSHIP:</b> Students will perfect images through economical use of material and efficiency of effort.	<input type="checkbox"/> Minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.
	<input type="checkbox"/> Skill in getting the most from the least.
<i>Expression</i>	
<b>PURPOSE 1:</b> Students will illustrate or tell a story.	<input type="checkbox"/> Everyday activities can be documented visually.
	<input type="checkbox"/> Special events, such as field trips, visits and festive occasions can be recorded visually.
	<input type="checkbox"/> Family groups and people relationships can be recorded visually.
	<input type="checkbox"/> Knowledge gained from study or experimentation can be recorded visually.
	<input type="checkbox"/> National and international events can be recorded visually.
<b>PURPOSE 2:</b> Students will illustrate or tell a story.	<input type="checkbox"/> A narrative can be retold or interpreted visually.
	<input type="checkbox"/> An original story can be created visually.
	<input type="checkbox"/> Material from any subject discipline can be illustrated visually.
<b>PURPOSE 3:</b> Students will decorate items personally created.	<input type="checkbox"/> Details, patterns or textures can be added to two-dimensional works.
	<input type="checkbox"/> Details, patterns or textures can be added to the surface of three-dimensional works.
<b>PURPOSE 4:</b> Students will express a feeling or a message.	<input type="checkbox"/> Feelings and moods can be interpreted visually.
	<input type="checkbox"/> Specific messages, beliefs and interests can be interpreted visually, or symbolized.
<b>PURPOSE 5:</b> Students will create an original composition, object or space based on supplied motivation.	<input type="checkbox"/> Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

<p><b>SUBJECT MATTER:</b> Students will develop themes, with an emphasis on personal concerns, based on:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plants and animals</li> <li><input type="checkbox"/> Environments and places</li> <li><input type="checkbox"/> Manufactured or human-made things</li> <li><input type="checkbox"/> Fantasy</li> <li><input type="checkbox"/> People</li> </ul>
<p><b>MEDIA AND TECHNIQUES:</b> Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, printmaking, sculpture, fabric arts, photography and technographic arts.</p>	<p><i>Drawing</i></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to explore ways of using drawing materials.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use drawing tools to make a variety of lines extending beyond previous levels into illusion.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use drawing tools to make a variety of shapes and structures extending beyond previous levels to exploring and enclosing forms, active and passive forms, concave, convex forms, concentric and branching structures.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use models to make drawings with increasing accuracy.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use drawing to add details, textures, create patterns or suggest volume including hatching and cross-hatching, shading, dotting.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make gesture drawings or scribble drawings to show action or movement.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make drawings from a wide range of viewpoints.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use distortion of line and shape in drawing for special design effects, cartoons or caricatures.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make serial drawings to simulate movement.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Abstract or simplify a form.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate perspective in drawings.</li> </ul>
	<p><i>Painting</i></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to paint, using experimental methods including without a brush.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue working with tempera paint or tempera paint thickened with additives, such as liquid laundry starch, fabric softener, wallpaper paste and water colour, and be introduced to acrylic.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mix and use colour tones to achieve perspective.</li> </ul>

	<input type="checkbox"/> Use analogous colours, colours close to each other on the colour wheel, to harmonize the colours of the composition.
	<input type="checkbox"/> Continue to use paint in combination with other media and techniques.
	<input type="checkbox"/> Use washes under and over painted images to indicate colour value from light to dark, and simulate depth of field.
	<input type="checkbox"/> Create impasto effects.
	<i>Printmaking</i>
	<input type="checkbox"/> Further explore print-making materials and their uses and effects.
	<input type="checkbox"/> Make prints by using incised (carved or indented) surfaces—wood, soap, wax, erasers, plaster of Paris, clay, styrofoam.
	<input type="checkbox"/> Use prepared brayers or rollers to make a pattern.
	<input type="checkbox"/> Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.
	<input type="checkbox"/> Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication than at previous levels.
	<i>Sculpture</i>
	<input type="checkbox"/> Continue clay modelling, going beyond previous levels to include more advanced slab techniques; e.g., cutting, welding to make cylindrical shapes, draping over objects; use of armatures, coil pots; coloured slip; application of stains.
	<input type="checkbox"/> Continue exploring paper sculpture techniques.
	<input type="checkbox"/> Advance wood construction from previous grades to include such techniques as pegging, using screws, finer shaping by sanding, filing, drilling, chiselling, carving and experimenting with the texture of wood.
	<input type="checkbox"/> Continue casting of plaster and advance to casting blocks of plaster of Paris mixed with a material such as vermiculite, zonolite or coffee grounds for the purpose of carving (subtractive sculpture).

	<input type="checkbox"/> Advance wire sculpture to include tying, coiling, wrapping, soldering in combination with other materials.
	<i>Fabric Arts</i>
	<input type="checkbox"/> Decorate fabric with more complex stitching techniques than previous levels, including variations of cross-stitch, feather stitch, chain stitch, daisy stitch.
	<input type="checkbox"/> Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.
	<input type="checkbox"/> Continue to advance batik techniques to include two or more dyes.
	<input type="checkbox"/> Continue to use collage, braiding and tie-dyeing techniques from previous grades, if applicable.
	<input type="checkbox"/> Continue to use appliqué as a designing or decorating device, and extend to quilting in selected areas.
	<i>Photography and Technographic Arts</i>
	<p>Take advantage of the visual art implications of any available technological device and explore the potential of emerging technologies. Included at this level, and advancing from previous grades:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> simple camera used for specific purposes such as close-ups, medium shots, long shots of same subject matter; various viewpoints, action, composition</li> <li><input type="checkbox"/> overhead projector for experimenting and composing with shape, line or colour including the use of fluid media (water, oil, food colouring), coloured acetates</li> <li><input type="checkbox"/> computer and computer software package and input devices, such as light pen, the mouse and tablets, to explore, design, compose, animate and program to make geometric shapes and designs</li> <li><input type="checkbox"/> copying devices for making compositions that involve paste-ups, distortions, reductions, block-outs</li> <li><input type="checkbox"/> laserdisc visuals interfaced with the computer for study</li> </ul>

	<p>and motivation purposes</p> <ul style="list-style-type: none"> <li>■ 8 mm movie camera for documentation, sequencing, capturing movement, animation</li> <li>■ lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects</li> <li>■ video camera to compose</li> <li>■ slides for recording and sharing; handmade for understanding composition and pattern</li> <li>■ filmstrips handmade for documentation, sequencing and storytelling</li> <li>■ emerging new technologies, as available and applicable.</li> </ul>
	<p>Employ technological media techniques, practices and capabilities to promote art understanding, and create designs and compositions. Included at this level and advancing from previous grades:</p> <ul style="list-style-type: none"> <li>■ pinhole camera construction</li> <li>■ developing film</li> <li>■ drawing directly on film or scratching for animation</li> <li>■ selecting and synchronizing music and/or sound effects for a set of slides, short film, videotape</li> <li>■ making or capturing visuals that carry a story and/or accompany a script</li> <li>■ handmade slides</li> </ul>

## Health & Physical Education

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## Wellness Choices

Section	Specific Expectations
<i>Personal Health</i>	
By the end of Grade 5, Students will:	<input type="checkbox"/> examine the impact of physical activity, nutrition, rest and immunization on the immune system
	<input type="checkbox"/> assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath
	<input type="checkbox"/> identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception
	<input type="checkbox"/> examine the impact that changes in interests, abilities and activities may have on body image
	<input type="checkbox"/> examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes
	<input type="checkbox"/> examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social
<i>Safety and Responsibility</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture
	<input type="checkbox"/> promote safety practices in the school and community

	<input type="checkbox"/> determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines
	<input type="checkbox"/> describe and demonstrate ways to assist with injuries of others; e.g., basic first aid

## Relationship Choices

Section	Specific Expectations
<i>Understanding and Expressing Feelings</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt
	<input type="checkbox"/> identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement
	<input type="checkbox"/> recognize that stressors affect individuals differently, and outline ways individuals respond to stress
	<input type="checkbox"/> practise effective communication skills; e.g., active listening, perception checks
<i>Interactions</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss
	<input type="checkbox"/> investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships
	<input type="checkbox"/> apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express

	opinions
<i>Group Roles and Processes</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations
	<input type="checkbox"/> explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

### Life Learning Choices

Section	Specific Expectations
<i>Learning Strategies</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> identify and implement an effective time management plan; e.g., prioritize goals
	<input type="checkbox"/> affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills
	<input type="checkbox"/> investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making
	<input type="checkbox"/> analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits
<i>Life Roles and Career Development</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> relate personal skills to various occupations
	<input type="checkbox"/> assess how roles, expectations and images of others may influence

	career/life role interests; e.g., influence of family, friends, role models, media
<i>Volunteerism</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> identify, within the school, the volunteer service accomplishments of staff and students
	<input type="checkbox"/> develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies

## Activity

General Outcome	Specific Expectations
By the end of Grade 5, students will: acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.	<i>Basic Skills—Locomotor</i>
	<input type="checkbox"/> select, perform and refine more challenging locomotor sequences
	<input type="checkbox"/> consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
	<i>Basic Skills—Non Locomotor</i>
	<input type="checkbox"/> Students will select, perform and refine more challenging nonlocomotor sequences
	<input type="checkbox"/> Students will consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
	<i>Basic Skills—Manipulative: Receiving, Retaining, Sending</i>
	<input type="checkbox"/> select, perform and refine more challenging ways to receive, retain and send an object with control
	<input type="checkbox"/> consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship
	<i>Application of Basic Skills in an Alternative Environment</i>

	<input type="checkbox"/> select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
	<i>Application of Basic Skills in Dance</i>
	<input type="checkbox"/> demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
	<input type="checkbox"/> demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
	<i>Application of Basic Skills in Games</i>
	<input type="checkbox"/> apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone
	<input type="checkbox"/> demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
	<i>Application of Basic Skills in Types of Gymnastics</i>
	<input type="checkbox"/> apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
	<i>Application of Basic Skills in individual activities</i>
	<input type="checkbox"/> select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

## Benefits Health

General Outcome	Specific Expectations
<p>By the end of Grade 5, students will:</p> <p>-understand, experience and appreciate the health benefits that result from physical activity.</p>	<i>Functional Fitness</i>
	<input type="checkbox"/> explain the relationship between nutritional habits and physical activity
	<input type="checkbox"/> demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
	<input type="checkbox"/> identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance,

	flexibility, cardio-respiratory activities
	<i>Body Image</i>
	<input type="checkbox"/> acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
	<i>Well-being</i>
	<input type="checkbox"/> infer positive benefits gained from specific physical activities
	<input type="checkbox"/> describe how physical activity influences physical fitness and the body systems
	<input type="checkbox"/> understand the connection between physical activity, stress management and relaxation

## Cooperation

General Outcome	Specific Expectations
By the end of Grade 5, students will:  -interact positively with others.	<i>Communication</i>
	<input type="checkbox"/> identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity
	<i>Fair Play</i>
	<input type="checkbox"/> identify and demonstrate etiquette and fair play
	<i>Leadership</i>
	<input type="checkbox"/> select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences
	<i>Teamwork</i>
	<input type="checkbox"/> identify and demonstrate practices that contribute to teamwork  <input type="checkbox"/> identify and demonstrate positive behaviours that show respect for self and others

**Do it Daily ... for Life!**

General Outcome	Specific Expectations
<p>By the end of Grade 5, students will:</p> <p>-assume responsibility to lead an active way of life.</p>	<i>Effort</i>
	<input type="checkbox"/> participate regularly in physical activity to develop components of health-related fitness and movement skills
	<input type="checkbox"/> demonstrate factors that encourage movement
	<i>Safety</i>
	<input type="checkbox"/> identify and follow rules, routines and procedures for safety in a variety of activities
	<input type="checkbox"/> participate in, and identify the benefits of, safe warm-up and cool-down activities
	<input type="checkbox"/> identify safe practices that promote an active, healthy lifestyle; e.g., water safety
	<i>Goal Setting/Personal Challenge</i>
	<input type="checkbox"/> set long-term goals to improve personal performance based on interests and abilities
	<input type="checkbox"/> demonstrate different ways to achieve an activity goal that is personally challenging
	<i>Active Living in the Community</i>
	<input type="checkbox"/> create a strategy to promote participation in physical activity within the school and the community
	<input type="checkbox"/> identify factors made to be active within group or individual activities on a daily basis

## French

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Given the following fields of experience and the subfields within each field:

1. My Elementary School
  - classroom timetable
  - school personnel
  - areas inside and outside the school
  - healthy school snacks
  - arithmetic operations
2. Our Friends- The Animals
  - common farm animals
  - common wild animals
  - physical traits of animals
  - animal habitats
3. Clothes
  - seasonal clothes
  - clothing preferences
  - clothes for different occasions
4. My Home
  - type of dwelling
  - rooms in my home
  - structure of a room
  - my room
5. Le Festival du Voyageur
  - location and date
  - symbols and activities
6. Four Holidays and Celebrations:
  - greetings, symbols and colours associated with the four holidays and celebrations
7. And other areas of interest

....students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available, in order to meet the following specific expectations:

## **Communication**



Section	Specific Expectations
<i>Listening Comprehension</i>	
<input type="checkbox"/> demonstrate understanding of key words and ideas contained in simple, concrete oral texts by:	
	<input type="checkbox"/> responding with physical actions
	<input type="checkbox"/> answering in English
	<input type="checkbox"/> using graphic representations
	<input type="checkbox"/> yes/no statements
	<input type="checkbox"/> simple identification at the word level or global expressions
<i>Reading Comprehension</i>	
<input type="checkbox"/> demonstrate understanding of key words and ideas in simple, concrete oral texts :	
	<input type="checkbox"/> by responding with physical actions
	<input type="checkbox"/> by underlining, highlighting, matching, drawing or using English
<i>Oral Production</i>	
	<input type="checkbox"/> express simple oral messages by using gestures, one word utterances, memorized global expressions or simple, concrete sentences based on available models
<i>Written Production</i>	
	<input type="checkbox"/> express simple written messages by copying, labelling, substituting words or using simple concrete sentences based on available models.

## Language

Section	Specific Expectations
<i>Knowledge of Language Concepts</i>	
	<input type="checkbox"/> name the three indefinite articles (un, une, des) and the four definite articles (le, la, l', les)
	<input type="checkbox"/> state, orally in their own words, that the article changes according to the gender and the number of the noun
	<input type="checkbox"/> state, orally in their own words, that the definite article l' is used

	with nouns beginning with a vowel or silent h
	<input type="checkbox"/> state, orally in their own words, that the form of the adjective may change according to the gender and the number of the noun described
	<input type="checkbox"/> state, orally in their own words, that the addition of an “e” changes a masculine adjective to a feminine adjective in most cases
	<input type="checkbox"/> state, orally in their own words, that the addition of an “s” changes a singular adjective to a plural adjective in most cases
	<input type="checkbox"/> state, orally in their own words, that the possessive adjective changes according to the gender and the number of the noun
	<input type="checkbox"/> state, orally in their own words, that there are three words to indicate ownership for “his/her” (son, sa, ses)
	<input type="checkbox"/> state, orally in their own words, that the preposition de can be used to indicate possession (e.g., C’est le crayon de John.)
	<input type="checkbox"/> identify words that are used to formulate a question (e.g., qui, quand, comment)
	<input type="checkbox"/> state, orally in their own words, that personal subject pronouns replace a noun
	<input type="checkbox"/> name all of the personal subject pronouns
	<input type="checkbox"/> identify the singular (je, tu, il, elle, on) and the plural (nous, vous, ils, elles) personal subject pronouns
	<input type="checkbox"/> explain that the vous form of the verb is used when addressing an adult or two or more people
	<input type="checkbox"/> state that a masculine name or noun is replaced by the pronoun il
	<input type="checkbox"/> state that a feminine name or noun is replaced by the pronoun elle
	<input type="checkbox"/> state that two or more masculine names or nouns are replaced by the pronoun ils
	<input type="checkbox"/> state that two or more feminine names or nouns are replaced by the pronoun elles

	<input type="checkbox"/> state that a masculine name or names, a masculine noun or nouns plus any combination of feminine names or nouns are replaced by the pronoun ils
	<input type="checkbox"/> state, orally in their own words, that the infinitive is a word that names an action verb (e.g., sauter) or a state of being verb (e.g., être)
	<input type="checkbox"/> state, orally in their own words, that every verb in French changes its form according to the personal subject pronoun used
	<input type="checkbox"/> distinguish a command from a statement
	<input type="checkbox"/> distinguish between affirmative and negative sentences
	<input type="checkbox"/> state, orally in their own words, how to formulate a question using the question words
<i>Knowledge of Vocabulary</i>	
<input type="checkbox"/> demonstrate an understanding of vocabulary associated with:	
	<input type="checkbox"/> the school day and time of day
	<input type="checkbox"/> the classroom timetable
	<input type="checkbox"/> expressions of time using the 12-hour clock
	<input type="checkbox"/> school personnel
	<input type="checkbox"/> areas inside and outside the school
	<input type="checkbox"/> healthy school snacks
	<input type="checkbox"/> numbers to 1000
	<input type="checkbox"/> written numbers 0–100
	<input type="checkbox"/> categories of animals
	<input type="checkbox"/> common farm animals
	<input type="checkbox"/> common wild animals
	<input type="checkbox"/> animal anatomy
	<input type="checkbox"/> physical traits of animals
	<input type="checkbox"/> animal habitats

	<input type="checkbox"/> common clothing items and basic accessories
	<input type="checkbox"/> main types of dwellings
	<input type="checkbox"/> the main rooms of the house
	<input type="checkbox"/> the interior structure of a room
	<input type="checkbox"/> furnishings in a student's room
	<input type="checkbox"/> le Festival du Voyageur
	<input type="checkbox"/> holiday greetings and wishes
	<input type="checkbox"/> common holiday symbols
	<input type="checkbox"/> possession
	<input type="checkbox"/> questions
<i>Application of Vocabulary and Language Concepts</i>	
<input type="checkbox"/> Use the following linguistic elements, mainly orally and sometimes in written form, in modelled situations, to communicate a simple message:	
	<input type="checkbox"/> vocabulary and language concepts presented in Grade 4
	<input type="checkbox"/> vocabulary for time of day (e.g., matin, après-midi, soir, pendant la récréation)
	<input type="checkbox"/> vocabulary for time using the 12-hour clock (e.g., Il est huit heures trente)
	<input type="checkbox"/> the names of elementary school subjects (e.g., les sciences, les mathématiques)
	<input type="checkbox"/> the position titles of school personnel (e.g., le directeur adjoint, la directrice adjointe, le concierge, l'aide enseignant)
	<input type="checkbox"/> the names of locations inside and outside the elementary school (e.g., le gymnase, le bureau, le terrain de jeux)
	<input type="checkbox"/> vocabulary related to healthy school snacks (e.g., une pomme, du céleri, du granola, du fromage, des noix)
	<input type="checkbox"/> numbers to 1000
	<input type="checkbox"/> written numbers 32–100

	<input type="checkbox"/> vocabulary associated with categories of animals (e.g., les animaux de compagnie, les animaux de ferme, les animaux sauvages)
	<input type="checkbox"/> the names of common farm animals (e.g., une vache, un cochon)
	<input type="checkbox"/> the names of common wild animals (e.g., un tigre, un ours)
	<input type="checkbox"/> vocabulary related to animal anatomy (e.g., le bec, la queue, les pattes)
	<input type="checkbox"/> adjectives related to size and colours of animals (e.g., gros, petit, roux)
	<input type="checkbox"/> the names of habitats of common wild animals (e.g., la forêt, la prairie, les montagnes, un marécage, la mer, le désert)
	<input type="checkbox"/> the names of clothing items and basic accessories worn for different occasions (e.g., holidays, celebrations, weather conditions, sports)
	<input type="checkbox"/> names of main types of dwellings (e.g., une maison, un appartement)
	<input type="checkbox"/> names of the main interior parts of a room (e.g., un mur, le plancher, une fenêtre)
	<input type="checkbox"/> names of objects and furnishings in a student's room (e.g., une affiche, un lit, un tapis)
	<input type="checkbox"/> names of the main rooms of the house (e.g., la salle de bains, une chambre à coucher)
	<input type="checkbox"/> vocabulary associated with le Festival du Voyageur (e.g., la ceinture fléchée, le canotage)
	<input type="checkbox"/> the names of traditional holidays
	<input type="checkbox"/> colours associated with traditional holidays (e.g., Noël – le rouge et le vert)
	<input type="checkbox"/> symbols associated with traditional holidays (e.g., Noël – le père Noël, un sapin)
	<input type="checkbox"/> holiday greetings and wishes (e.g., Joyeux Noël/Bonne Année)
	<input type="checkbox"/> the possessive adjectives son, sa, ses

	<input type="checkbox"/> the preposition de + noun to indicate possession (e.g., C'est la chambre de Kristi.)
	<input type="checkbox"/> prepositions and prepositional phrases of location (e.g., Le bureau est en face de ma salle de classe./Le salon est à côté de la cuisine.)
	<input type="checkbox"/> questions such as Combien de...?/Qu'est-ce que...?/Où se trouve(nt)...?/
	<input type="checkbox"/> Comment...?/Qui...?/Où est/sont...?/Quelle heure est-il?)
	<input type="checkbox"/> singular forms of the verbs aimer, porter, se trouver, parler, détester, travailler, faire, étudier, aller, habiter
	<input type="checkbox"/> singular forms of the verb manger (e.g., Je mange une pomme.)
	<input type="checkbox"/> singular forms of the verb boire (e.g., Je bois du lait.)
	<input type="checkbox"/> all forms of the verbs avoir and être
	<input type="checkbox"/> the negative structure ne... pas
	<input type="checkbox"/> correct pronunciation of known words
<i>Culture</i>	
<input type="checkbox"/> identify, with teacher assistance:	
	<input type="checkbox"/> that the terms a.m. and p.m. are not used in French to express “before noon” and “after noon”
	<input type="checkbox"/> what constitutes a snack for elementary students in France
	<input type="checkbox"/> when and where elementary students in France typically eat snacks
	<input type="checkbox"/> spacing of four digit numbers (e.g., 1 000)
	<input type="checkbox"/> the abbreviation for hour (h)
	<input type="checkbox"/> abbreviations for Monsieur—M., Madame—Mme, Mademoiselle—Mlle (in France)
	<input type="checkbox"/> recognize elements of Francophone cultures in the school (e.g., French posters, a French section in the school library)

	<input type="checkbox"/> identify a variety of ways for enhancing contact, directly or indirectly, with people of Francophone origin (e.g., penpals, e-pals, radio, television)
	<input type="checkbox"/> seek out information about Francophones from authentic sources (e.g., an elementary school timetable from Québec or France)
	<input type="checkbox"/> recognize that the French accents are accessible on a French keyboard or through the use of specific computer commands
<input type="checkbox"/> Demonstrate awareness of the following cultural characteristics of the French language:	
	<input type="checkbox"/> that clothing labels in Canada are available in at least two languages— French and English
	<input type="checkbox"/> that food products sold in Canada have/contain information and instructions in at least two languages—French and English

### Language Learning Strategies

Section	Specific Expectations
<i>Comprehension Strategies</i>	
<input type="checkbox"/> Develop and use comprehension strategies to facilitate the understanding of an oral or written message:	
Cognitive	<input type="checkbox"/> guess the meaning of an unknown word or expression
	<input type="checkbox"/> use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)
	<input type="checkbox"/> associate a gesture, a symbol or an illustration with a message
	<input type="checkbox"/> identify cognates
	<input type="checkbox"/> identify word families
	<input type="checkbox"/> activate prior knowledge and experiences
	<input type="checkbox"/> predict what information a text may contain
	<input type="checkbox"/> activate first language listening and reading skills

	<input type="checkbox"/> represent meaning by using mental images, illustrations or graphic representations
	<input type="checkbox"/> use repetition (e.g., listen again to a text or reread a text that is causing difficulty)
Socio-affective	<input type="checkbox"/> participate willingly in French language learning experiences
	<input type="checkbox"/> take the risk to listen to or read a new text in French
	<input type="checkbox"/> ask questions, in the first language, to clarify or verify that a message has been understood
	<input type="checkbox"/> tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning
	<input type="checkbox"/> collaborate with others to build confidence and exchange information
Metacognitive	<input type="checkbox"/> focus attention on the activity to be carried out
	<input type="checkbox"/> activate prediction skills based on previous knowledge and experience
	<input type="checkbox"/> focus attention on the required information
	<input type="checkbox"/> focus attention on what is known and ignore what is unknown
<i>Production Strategies</i>	
<input type="checkbox"/> Develop and use production strategies to produce a simple oral or written message:	
Cognitive	<input type="checkbox"/> repeat a word, an expression, a pattern, a presentation, etc., silently or aloud
	<input type="checkbox"/> use models to create a similar text
	<input type="checkbox"/> use reference materials (e.g., vocabulary and expressions posted in the classroom)
	<input type="checkbox"/> activate prior knowledge and experiences
	<input type="checkbox"/> prepare a draft of the message



	<input type="checkbox"/> find a different way of conveying a message (e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning)
Socio-affective	<input type="checkbox"/> take the risk to say or write something in French
	<input type="checkbox"/> ask questions to clarify understanding
	<input type="checkbox"/> ask the speaker to repeat the message
	<input type="checkbox"/> ask the speaker to explain what was said
	<input type="checkbox"/> ask the speaker to speak more slowly
	<input type="checkbox"/> encourage classmates using expressions of approval or praise (e.g., Bravo!)
	<input type="checkbox"/> ask the speaker to spell out or draw the unknown word
	<input type="checkbox"/> indicate to the speaker that the message was not understood
	<input type="checkbox"/> use facial expressions or mime to get the message across
	<input type="checkbox"/> seek assistance from the teacher or a peer to clarify instructions, word meaning, etc.
	<input type="checkbox"/> collaborate with others to brainstorm, resolve problems, rehearse and communicate messages
Metacognitive	<input type="checkbox"/> read instructions thoroughly before beginning a task
	<input type="checkbox"/> ask for clarification of a task before beginning
	<input type="checkbox"/> develop a plan, in English, to complete a class project (e.g., create a timeline for completing research or for the preparation of a piece of writing or artwork)
	<input type="checkbox"/> use checklists, written in English, to verify the work
	<input type="checkbox"/> reflect on and articulate, in English, what they have learned and can demonstrate in French
	<input type="checkbox"/> articulate their understanding of the grade-specific Knowledge of Language Concepts
<input type="checkbox"/> Develop and use memory strategies to learn, retain or recall vocabulary or grammatical structures:	

Memory Strategies	<input type="checkbox"/> combine new learning of vocabulary with previously learned vocabulary
	<input type="checkbox"/> practise a word, an expression or a grammatical pattern
	<input type="checkbox"/> repeat a new word or expression, silently or aloud
	<input type="checkbox"/> repeat a new word silently and associate it with an image
	<input type="checkbox"/> repeat a new word saying the letters or syllables that make up the word
	<input type="checkbox"/> use physical actions in conjunction with new vocabulary
	<input type="checkbox"/> create a rhyme or a song to help remember vocabulary, expressions or grammatical rules.