

The Saskatchewan Curriculum

GRADE 5

checklist format

compiled by: [The Canadian Homeschooler](#)
using standards available in February 2022



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Introduction

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 Saskatchewan, the full curriculum outline is freely available through the Saskatchewan Education website (<https://www.curriculum.gov.sk.ca/>) 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, English Language Arts, Science, Social Studies, the Arts, Core French, Health & Physical Education in Saskatchewan.

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 Saskatchewan Education's website for the most up-to-date information.

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

Happy learning!



Lisa Marie Fletcher
The Canadian Homeschooler
(<http://thecanadianhomeschooler.com>)

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

Mathematics

Number

Outcomes	Achievement Indicators
Represent, compare, and describe whole numbers to 1 000 000 within the contexts of place value and the base ten system, and quantity.	☐ Write and say the numeral for a quantity using proper spacing without commas and without the word "and" (e.g., 934 567, nine hundred thirty-four thousand five hundred sixty-seven).
	☐ Critique the way numbers have been said or numerals written in examples of whole numbers found in various types of media and personal conversations, and provide reasons for why certain errors in speech or writing might occur.
	☐ Describe the patterns related to quantity and place value of adjacent digit positions moving from right to left within a whole number.
	☐ Visualize and explain concrete or pictorial models for the place value positions of 100 000 and 1 000 000.
	☐ Describe the meaning of quantities to 1 000 000 by relating them to self, family, or community and explain the contribution each successive numeral position makes to the actual quantity.
	☐ Pose and solve problems that explore the quantity of whole numbers to 1 000 000 (e.g., a student might wonder: "How does the population of my community compare to those of surrounding communities?").
	☐ Provide examples of large numbers used in print or electronic media and explain the meaning of the numbers in the context used.

	□ Visualize a representation of a given numeral and explain how the representation is related to the numeral's expanded form.
	□ Express a given numeral in expanded notation (e.g., $45\,321 = (4 \times 10\,000) + (5 \times 1000) + (3 \times 100) + (2 \times 10) + (1 \times 1)$ or $40\,000 + 5000 + 300 + 20 + 1$) and explain how the expanded notation shows the total quantity represented by the given numeral.
	□ Compare and order examples of whole numbers found in various types of media and print.
Analyze models of, develop strategies for, and carry out multiplication of whole numbers.	□ Describe mental mathematics strategies used to determine multiplication facts to 81 (e.g., skip counting from a known fact, doubling, halving, 9s patterns, repeated doubling, or repeated halving).
	□ Explain concretely, pictorially, or orally why multiplying by zero produces a product of zero.
	□ Recall multiplication facts to 81 including within problem solving and calculations of larger products.
	□ Generalize and apply strategies for multiplying two whole numbers when one factor is a multiple of 10, 100, or 1000.
	□ Generalize and apply halving and doubling strategies to determine a product involving at least one two-digit factor.
	□ Apply and explain the use of the distributive property to determine a product involving multiplying factors that are close to multiples of 10.
	□ Model multiplying two 2-digit factors using an array, base ten blocks, or an area model, record the process symbolically, and describe the connections between the models and the symbolic recording.
	□ Pose a problem which requires the multiplication of

	2-digit numbers and explain the strategies used to multiply the numbers.
	☐ Illustrate, concretely, pictorially, and symbolically, the distributive property using expanded notation and partial products (e.g., $36 \times 42 = (30 + 6) \times (40 + 2) = 30 \times 40 + 6 \times 40 + 30 \times 2 + 6 \times 2$).
	☐ Explain and justify strategies used when multiplying 2-digit numbers symbolically.
Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.	☐ Identify situations in one's life, family, or community in which division might be used and explain the reasoning.
	☐ Model the division process as equal sharing or equal grouping using various models and record the resulting process symbolically.
	☐ Explain concretely, pictorially, or orally why division by zero is not possible or undefined (e.g., $8 \div 0$ is undefined or not possible to determine).
	☐ Generalize, relate, and apply concrete, pictorial, and symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers.
	Justify the choice of what to do with a remainder for a quotient depending upon the situation: ☐ disregard the remainder (e.g., dividing 22 books among 4 students) ☐ round up the quotient (e.g., the number of five passenger cars required to transport 13 people) ☐ express remainders as fractions (e.g., five apples shared by two people) ☐ express remainders as decimals (e.g., measurement and money).
	☐ Solve a division problem that is relevant to self, family, or community using personal strategies and record the process symbolically.
	☐ Recall the division facts to a dividend of 81 including in problem-solving situations.

Develop and apply personal strategies for estimation and computation including: ☐ front-end rounding ☐ compensation ☐ compatible numbers.	☐ Describe a situation relevant to self, family, or community for when estimation is used to: ☐ make predictions ☐ check reasonableness of an answer ☐ determine approximate answers.
	☐ Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.
	☐ Critique the statement "an estimate is never good enough".
	☐ Identify and describe situations relevant to self, family, or community when it is best to overestimate or when it is best to underestimate and explain the reasoning.
	☐ Determine an approximate solution to a problem not requiring an exact answer and explain the strategies and reasoning used (e.g., number of fish, deer, or elk required to feed a family over a winter; amount of money a family spends on groceries).
	☐ Explain estimation and computation strategies, including compatible numbers, compensation, and front-end rounding, and how each strategy relates to different operations.
	☐ Identify if a strategy used in solving a problem involved estimation or computation.
	☐ Apply and explain the choice of estimation or computation strategy such as compatible numbers, compensation, and front-end rounding.
Demonstrate an understanding of fractions by using concrete and pictorial representations to: ☐ create sets of equivalent fractions ☐ compare fractions with	☐ Create concrete, pictorial, or physical models of equivalent fractions and explain why the fractions are equivalent.
	☐ Model and explain how equivalent fractions represent the same quantity
	☐ Verify whether or not two given fractions are equivalent

like and unlike denominators.	using concrete materials, pictorial representations, or symbolic manipulation.
	☐ Generalize and verify a symbolic strategy for developing a set of equivalent fractions.
	☐ Determine equivalent fractions for a fraction found in a situation relevant to self, family, or community.
	☐ Explain how to use equivalent fractions to compare two given fractions with unlike denominators.
	☐ Position a set of fractions, with like and unlike denominators, on a number line and explain strategies used to determine the order.
	☐ Justify the statement, "If two fractions have a numerator of 1, the larger of the two fractions is the one with the smaller denominator".
Demonstrate understanding of decimals to thousandths by: ☐ describing and representing ☐ relating to fractions ☐ comparing and ordering.	☐ Tell a story (orally, in writing, or through movement) that explains what a concrete or pictorial representation of a part of a set, part of a region, or part of a unit of measure illustrates and record the quantity as a decimal.
	☐ Represent concretely or pictorially a decimal identified in a situation relevant to self, family, or community.
	☐ Recognize and generate equivalent forms (decimal or fraction) of fractions and decimals found in situations relevant to one's life, family, or community.
	☐ Demonstrate, using concrete or pictorial models to explain, how a quantity in tenths or hundredths can also be recorded as hundredths or thousandths (e.g., 0.2 can be written as 0.200).
	☐ Describe the quantity represented by each digit in a given decimal.
	☐ Make and test conjectures about the relationship of equality of quantities written in decimal and fractional form (e.g., 0.7 and $\frac{7}{10}$) and verify concretely, pictorially, or logically.

	☐ Use and explain personal strategies for writing decimals as fractions.
	☐ Use and explain personal strategies for writing fractions with a denominator of 10, 100, or 1000 as a decimal.
	☐ Explain, by providing examples, how to write decimals as a fraction with a denominator of 10, 100, or 1000.
	☐ Identify benchmarks on a number line that could be used to order a given set of decimals and explain the choices made.
	☐ Use benchmarks to order a set of decimals from a situation related to one's life, family, or community.
Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).	☐ Identify and describe situations relevant to one's life, family, or community experiences in which sums and differences of decimals might be determined.
	☐ Use personal strategies to predict sums and differences of decimals and evaluate the effectiveness of the strategies.
	☐ Create concrete or pictorial models to represent the determination of the sum or difference of two decimal numbers, explain the model, and record the process symbolically.
	☐ Create concrete or pictorial models to represent the determination of the sum or difference of two decimal numbers, explain the model, and record the process symbolically.
	☐ Identify and correct errors in the calculation of sums and differences of decimals and explain the reasoning.
	☐ Identify and correct errors in the calculation of sums and differences of decimals and explain the reasoning.
	☐ Solve a given problem that involves addition and subtraction of decimals and explain the strategies used.

Patterns & Relations

Outcomes	Achievement Indicators
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Represent, analyse, and apply patterns using mathematical language and notation.	☐ Describe situations from one's life, family, or community in which patterns emerge, identify assumptions made in extending the patterns, and analyze the usefulness of the pattern for making predictions.
	☐ Describe, using mathematics language (e.g., one more, seven less) and symbolically (e.g., $r + 1$, $p - 7$), a pattern represented concretely or pictorially that is found in a chart.
	☐ Create alternate representations, including concrete or pictorial models, charts, and mathematical expressions, for a given pattern (numeric or geometric).
	☐ Predict subsequent elements (terms or values) in a pattern (with and without concrete materials or pictorial representations) and explain the reasoning including the assumptions being made.
	☐ Verify whether or not a particular number belongs to a given pattern.
	☐ Solve problems and make decisions based upon the mathematical analysis of a pattern and other contributing factors.
Write, solve, and verify solutions of single-variable, one-step equations with whole number coefficients and whole number solutions.	☐ Identify aspects of experiences from one's life, family, and community that could be represented by a variable (e.g., temperature, cost of a DVD, size of a plant, colour of shirts, or performance of a team goalie).
	☐ Describe a situation for which a given equation could apply and identify what the variable represents in the situation.
	☐ Solve single-variable equations with the variable on either side of the equation, explain the strategies used, and verify the solution.

Shape and Space

Outcomes	Achievement Indicators
Design and construct different	☐ Construct (concretely or pictorially) and record the

rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.	dimensions of two or more rectangles with a specified perimeter and select, with justification, the dimensions that would be most appropriate in a particular situation (e.g., a rectangle is to have a perimeter of 18 units, what are the dimensions of the possible rectangles, which rectangle would be most appropriate if the rectangle is to be the base of a shoe box or a dog pen).
	☐ Critique the statement "A rectangle with dimensions of 1 cm by 8 cm is different from a rectangle with dimensions of 8 cm by 1 cm". (Note: Any dimensions could be used to demonstrate the idea of orientation and point of view.)
	☐ Construct (concretely or pictorially) and record the dimensions of as many rectangles as possible with a specified area and select, with justification, the rectangle that would be most appropriate in a particular situation (e.g., a rectangle is to have an area of 24 units ² , what are the dimensions of the possible rectangles, which rectangle would be most appropriate if the rectangle is to fence off the largest garden possible or be the base of a box on a shelf that is 10 units by 8 units).
	☐ Critique the statement: "A rectangle with dimensions of 3 cm by 4 cm is different from a rectangle with dimensions of 2 cm by 5 cm". (Note: Any dimensions with the same perimeter could be used to demonstrate the idea of same perimeter not necessarily resulting in the same area or shape of the rectangle).
	☐ Generalize patterns discovered through the exploration of the areas of rectangles with the same perimeter and through the exploration of the perimeters of rectangles with the same area (e.g., greater areas do not imply greater perimeters and vice versa, the rectangle for a situation closest to a square will have the greatest area, or the rectangle with the smallest width for a given perimeter will have the smallest area).
Demonstrate understanding of measuring length (mm) by:	☐ Identify situations relevant to self, family, or community where the solution to problems would require the consideration of both area and perimeter, and solve the problems.
	☐ Choose and use referents for 1 mm to determine approximate linear measurements in situations relevant

□ selecting and justifying referents for the unit mm □ modelling and describing the relationship between mm, cm, and m units.	to self, family, or community and explain the choice.
	□ Generalize measurement relationships between mm, cm, and m from explorations using concrete materials (e.g., 10 mm = 1 cm, 0.01 m = 1 cm).
	□ Provide examples of situations relevant to one's life, family, or community in which linear measurements would be made and identify the standard unit (mm, cm, or m) that would be used for that measurement and justify the choice.
	□ Draw, construct, or physically act out a representation of a given linear measurement (e.g., the students might be asked to show 4 m; this could be done by drawing a straight line on the board that is 4 m in length, constructing a box (or different boxes) that has a base with a perimeter of 4 m, or carrying out a physical movement that results in moving 4 m).
	□ Pose and solve problems that involve hands-on linear measurements using either referents or standard units
Demonstrate an understanding of volume by:	□ Provide referents for cm^3 and m^3 and explain the choice.
□ selecting and justifying referents for cm^3 or m^3 units □ estimating volume by using referents for cm^3 or m^3 □ measuring and recording volume (cm^3 or m^3) □ constructing rectangular prisms for a given volume.	□ Describe strategies developed for selecting and using referents to determine approximate volume measurements in situations relevant to self, family, or community.
	□ Estimate the volume of 3-D objects using personal referents.
	□ Decide what standard cubic unit is represented by a specific referent, and verify.
	□ Determine the volume of a 3-D object using manipulatives, describe the strategy used, and explain whether the volume is exact or an estimate.
	□ Construct possible rectangular prisms for a given volume, identify the dimensions of each prism, and explain which prism would be most appropriate for a particular situation.
Demonstrate understanding of capacity by:	□ Show, using concrete materials, that 1000 mL has the same capacity as 1 L.

□ describing the relationship between mL and L □ selecting and justifying referents for mL or L units □ estimating capacity by using referents for mL or L □ measuring and recording capacity (mL or L).	□ Provide referents for 1 millilitre and 1 litre and explain the choice.
	□ Describe strategies for selecting and using referents to determine approximate capacity measurements in situations relevant to self, family, or community.
	□ Decide what standard capacity unit is represented by a specific referent, and verify.
	□ Estimate the capacity of a container using personal referents.
	□ Determine the capacity of a container using concrete materials that closely take on the shape of the container, describe the strategy used, and explain whether the volume is exact or an estimate (e.g., if beads are used, discuss the impact on accuracy because of the space between the beads compared to the accuracy if water is used).
Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: □ parallel □ intersecting □ perpendicular □ vertical □ horizontal.	□ Sort a set of containers from least to greatest capacity, explain the strategies used, and verify by determining or estimating the capacity.
	□ Identify and describe examples of parallel, intersection, perpendicular, vertical, and horizontal lines, edges, and faces of 2-D shapes and 3-D objects found within one's home, school, and community (including 2-D shapes and 3-D objects in the natural environment, print and multimedia texts).
Identify and sort quadrilaterals, including: □ rectangles □ squares □ trapezoids □ parallelograms □ rhombuses according to their attributes.	□ Sketch a 2-D shape or 3-D object that is relevant to self, family, or others and identify any lines, edges, or faces that are parallel, intersecting, perpendicular, vertical, or horizontal.
	□ Describe, orally, in writing, or through physical movement, what it means for a line, edge, or face of a 2-D shape or 3-D object to be parallel, intersecting, perpendicular, vertical, or horizontal.

Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology).	☐ Carry out different transformations (translations, rotations, and reflections) concretely, pictorially (with or without the use of technology), or physically and generalize statements regarding the position and orientation of the transformed image based upon the type of transformation.
	☐ Determine if a given 2-D shape and its transformed image match a set of transformation instructions and explain the conclusion reached.
	☐ Draw a 2-D shape, translate the shape, and record the translation by describing the direction and magnitude of the movement.
	☐ Draw a 2-D shape, rotate the shape, and describe the direction of the turn (clockwise or counter clockwise), the fraction of the turn, and the point of rotation.
	☐ Draw a 2-D shape, reflect the shape, and identify the line of reflection and the distance of the image from the line of reflection.
	☐ Predict the result of a single transformation of a 2-D shape and verify the prediction.
	☐ Describe a single transformation that could be used to replicate the given image of a 2-D shape.
	☐ Identify transformations found within one's home, classroom, or community, describe the type and amount of transformations evident (e.g., translation to the left and up, $\frac{1}{4}$ of a rotation in a clockwise direction, and reflection about the right side of the shape), and create a concrete or pictorial model of the same set of transformations.

Statistics and Probability

Outcome	Achievement Indicators
Differentiate between first-hand and second-hand data	☐ Provide examples of data relevant to self, family, or community and categorize the data, with explanation, as first-hand or second-hand data.

	☐ Formulate a question related to self, family, or community which can best be answered using first-hand data, describe how that data could be collected, and answer the question (e.g., "What game will we play at home tonight?" "I can survey everyone at home to find out what games everyone wants to play."):
	☐ Formulate a question related to self, family, or community, which can best be answered using second-hand data (e.g., "Which has the larger population – my community or my friend's community?"), describe how those data could be collected (I could find the data on the StatsCan website), and answer the question.
	☐ Find examples of second-hand data in print and electronic media, such as newspapers, magazines, and the Internet, and compare different ways in which the data might be interpreted and used (e.g., statistics about health-related issues, sports data, or votes for favourite websites).
Construct and interpret double bar graphs to draw conclusions.	☐ Compare the attributes and purposes of double bar graphs and bar graphs based upon situations and data that are meaningful to self, family, or community.
	☐ Create double bar graphs, without the use of technology, based upon data relevant to one's self, family, or community. Pose questions, and support answers to those questions using the graph and other identified significant factors.
	☐ Pose and solve problems related to the construction and interpretation of double bar graphs.
Describe, compare, predict, and test the likelihood of outcomes in probability situations.	☐ Describe situations relevant to self, family, or community which involve probabilities and categorize different outcomes for the situations as being impossible, possible, or certain (e.g., it is possible that my little sister will be put to bed by 8:00 tonight or it is impossible that I will have time to watch a movie tonight because I have two hockey games).

	☐ Design and conduct probability experiments to determine the likelihood of a specific outcome and explain what the results tell about the outcome including whether the outcome is impossible, possible, or certain.
	☐ Identify all possible outcomes in a probability experiment and classify the outcomes as less likely, equally likely, or more likely to occur and explain the reasoning (e.g., for an upcoming Pow Wow, list the dances that could be done and then classify the likelihood of each of the dances occurring, or of the dances occurring while you are in attendance).
	☐ Predict how the likelihood of two outcomes in a probability experiment, carry out the experiment, compare the results to the prediction, and identify possible reasons for discrepancies.

English Language Arts

Comprehend and Respond

Outcomes	Achievement Indicators
Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: □ identity (e.g., Exploring Heritage) □ community (e.g., Teamwork) □ social responsibility (e.g. What is Fair?)	□ View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.
	□ View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by: □ understanding, retelling, and explaining the ideas and information presented in the texts □ analyzing the text structures and features □ analyzing the texts and developing responses with evidence from the texts, personal experience, and research.
	□ Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts.
	□ Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.
	□ Compare individuals and situations portrayed in various texts (including First Nations and Métis resources) to those encountered in real life.
	□ Draw on oral, print, and other media texts including First Nations and Métis texts to explain personal perspectives on cultural representations.
View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to	□ Gather information from a variety of media (e.g., photographs, web sites, maps, diagrams, posters, videos, advertising, double bar graphs, maps, videos).
	□ Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when viewing.

influence or persuade an audience.	☐ Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when viewing
	☐ Discuss purpose, perspectives, and biases and how visual texts including First Nations and Métis resources can be used to persuade others.
	☐ Recognize point of view and distinguish between fact and opinion.
	☐ Identify the values underlying visual messages and recognize persuasive techniques and purposes in oral presentations and various media (e.g., promises, dares, flattery, comparisons).
	☐ Analyze visual texts (including First Nations and Métis art and other texts) as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
	☐ Identify how the language, explicit and implicit messages, and visual and multimedia features (e.g., sound, colour, movement) are used to influence the intended audience.
Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.	☐ Listen purposefully to a range of texts from a variety of cultural traditions including First Nations and Métis and identify and summarize main ideas, supporting details, and opinions heard.
	☐ Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when listening.
	☐ Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when listening.
	☐ Evaluate the content of a variety of oral communications and ask questions to seek information not already discussed.
	☐ Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives including First Nations and Métis Elders and Knowledge Keepers.

	☐ Listen to differentiate between fact and opinion, to analyze the message and presentation, and to draw conclusions about the ideas presented and strategies used.
	☐ Listen purposefully to instructions and procedures and decide the best way to carry them out.
	☐ Draw conclusions about speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation (including First Nations and Métis Elders and Knowledge Keepers).
Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).	☐ Determine the essential purpose, key ideas, arguments, and perspectives of texts including First Nations and Métis texts.
	☐ Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.
	☐ Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.
	☐ Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information and ideas accessible and usable.
	☐ Distinguish among facts, supported inferences, and opinions in informational texts.
	☐ Read and use grade-five appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions, and reasons.
	☐ Identify the characteristics of poetry, plays, fiction, and non-fiction including First Nations and Métis texts.
	☐ Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly).

	□ Evaluate the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and settings, use of figurative language and imagery, strength of argument based on evidence) to influence readers' perspectives.
	□ Read grade-appropriate texts silently (150-200 wcpm) for extended periods of time; read orally to increase fluency, accuracy, pacing, intonation, and expression (110-150 wcpm); adjust reading rate to purpose and text demands.

Compose and Create

Outcomes	Achievement Indicators
Compose and create a range of visual, multimedia, oral, and written texts that explore: □ identity (e.g., What Should I Do) □ community (e.g., This is Our Planet) □ social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.	Create spoken, written, and other representations that include: □ a clear and specific message □ a logical and coherent organization of ideas □ a competent use of language and conventions.
	□ Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.

	Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest including: □ summarizing personal knowledge and understanding of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group or individual inquiry or research □ gathering and recording ideas and information using a plan □ answering inquiry or research questions using a variety of sources such as newspapers, diaries, Elders, interviews, and field trips □ determining the usefulness of ideas and information for inquiry or research purpose and focus using pre-established criteria □ using a variety of tools to access ideas and information □ organizing ideas and information into categories (e.g., what, where, when, how, so what) □ making notes using own words and providing publication dates and authorship of sources □ assessing knowledge gained through inquiry or research □ forming personal conclusions and generating new questions for further inquiry or research □ explaining findings from inquiry or research on a topic, question, problem, or issue in an appropriate visual, oral, and written format.
Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.	□ Consider which form (e.g., drama, drawings, dance, diagrams, music, three-dimensional objects, posters, cartoons, maps, graphs, photographs, pictures, charts, and videos) is most appropriate for various tasks and identified purposes.
	□ Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when using other forms of representing.
	□ Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when using other forms of representing.

	☐ Use graphic organizers to clarify and shape understanding.
	☐ Prepare a clearly organized multimedia presentation using pre- established organizers and criteria.
	☐ Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.
	☐ Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.
	☐ Use computers and authoring software to compose texts and graphic representations.
	☐ Include charts, graphs, tables, maps, graphics, and illustrations in researched inquiry presentations.
Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.	☐ Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.
	☐ Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when speaking.
	☐ Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when speaking.
	☐ Select a focus, organizational structure, and point of view for an oral presentation; decide what to say and how to say it; clarify and support spoken ideas with evidence and examples.
	☐ Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases and show the listeners, through the explanations and narration, what happens.

	☐ Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.
	☐ Deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.
	☐ Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.
	☐ Participate in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.
	☐ Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.
Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.	☐ Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence.
	☐ Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when writing.
	☐ Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing.
	☐ Write narrative compositions that develop a situation or plot and point of view, describe the setting, and present an ending.

	□ Write expository compositions that establish a topic, include important ideas or events in a logical order, provide details and transitional expressions that clearly link one paragraph to another, and offer a concluding paragraph that summarizes important ideas.
	□ Write expository reports that explore key ideas, issues, or events in response to questions that direct an investigation, establish a controlling idea or topic sentence, and develop the topic with simple facts, details, examples, and explanations.
	□ Use various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.
	□ Create documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).
	□ Write persuasive letters or compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader's need for clarity.
	□ Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding.

Assess and Reflect on Language Abilities

Outcome	Achievement Indicators
Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing.	□ Consider the types of strategies to utilize and whether or not they will or do work for the task at hand.
	□ Determine what strategies are best for the task and what strategies will work best for self.
	□ Identify strengths in viewing, listening, reading, representing, speaking, and writing and set goals to enhance the development and improvement of the skills and strategies in each.

	□ Ask "What strategies did I use? What goals do I need to set for what I am trying to accomplish? How will I know if I have met my goals? What else could I do?" and develop a plan for improvement.
Set goals to enhance the development and improvement of the skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals.	□ Consider the types of strategies to utilize and whether or not they will or do work for the task at hand.
	□ Determine what strategies are best for the task and what strategies will work best for self.
	□ Identify strengths in viewing, listening, reading, representing, speaking, and writing and set goals to enhance the development and improvement of the skills and strategies in each.
	□ Ask "What strategies did I use? What goals do I need to set for what I am trying to accomplish? How will I know if I have met my goals? What else could I do?" and develop a plan for improvement.

Science

Life Science: Life Science: Human Body Systems

Outcome	Achievement Indicators
Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.	☐ Examine methods and perspectives of various cultures, including First Nations and Métis, which have contributed to knowledge about maintaining a healthy body (e.g., balance inherent in the Medicine Wheel).
	☐ Identify local knowledge, including the effects of traditional lifestyles, that contributes to human understanding of maintaining a healthy body.
	☐ Analyze the role of the skin (e.g., protection, heat regulation, absorption, and evaporation) in maintaining a healthy body.
	☐ Research how the body's defences, such as tears, saliva, skin, certain blood cells, and stomach secretions, work to fight against infections.
	☐ Describe the function of technologies (e.g., defibrillator, soap, exercise equipment, and safety equipment) that have been developed to support personal health.
	☐ Relate the effects of common diseases to the organs or body systems they affect or are related to (e.g., heart attacks affect the circulatory system, epilepsy affects the nervous system, hepatitis affects the liver, gallstones affect the gallbladder, and asthma affects the respiratory system).
	☐ Predict how the failure or removal of a specific organ in the human body system would affect an individual's health.
	☐ Compare personal diets and those of people who live in different communities and countries worldwide to Canada's Food Guide and Canada's Food Guide – First Nations, Métis, and Inuit.
	☐ Assess the benefits of lifestyle choices (e.g., daily physical activity, proper nutrition, adequate sleep, appropriate hygiene practices, regular medical check-ups, and using safety equipment) that contribute to maintaining a healthy body.
	☐ Propose actions that individuals can take to minimize the harmful effects and maximize the beneficial effects of natural- and human- caused environmental factors (e.g., West Nile Virus, mosquitoes, pesticides, air quality, noise pollution, food

	safety, and water and wastewater treatment) on human health.
	☐ Research the roles of different individuals and organizations within their communities that help support personal and community health.
Investigate the structure, function, and major organs of one or more human body systems such as the digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal systems.	☐ Explain at least two functions of the human digestive, excretory, respiratory, circulatory, nervous, muscular, or skeletal systems.
	☐ Create a written and/or visual representation of the location of the major organs of at least two human body systems within the entire body.
	☐ Model the structure and/or function of one or more organs from the human digestive, excretory, respiratory, circulatory, nervous, muscular, or skeletal system.
	☐ Assess, in collaboration with other students, a model of an organ from a human body system to refine the model.
	☐ Critique models in science, such as models of human organs, as representations of natural phenomena, objects, and/or physical processes.
	☐ Suggest the processes that scientists might follow to investigate questions related to the structure and/or function of human body systems (e.g., Which factors affect breathing and heartbeat rate? How does the digestion process work? How much air do lungs hold? Why is blood red? Where does my food go?).
	☐ Rephrase, into a testable form, questions about the structure and/ or function of one or more body systems.
	☐ Design and carry out procedures, including identifying and controlling variables, to investigate the structure and/or function of one or more body systems (e.g., the influence of exercise on heart rate, the role of simulated saliva in starting the digestion process, and factors that influence a person's response time).
	☐ Compile and display data from investigations related to the structure and/or function of human body systems using appropriate formats such as frequency tallies, tables, and bar graphs.

Assess how multiple human body systems function together to enable people to move, grow, and react to stimuli.	☐ Suggest explanations for patterns and discrepancies in data collected during investigations related to the structure and/or function of human body systems.
	☐ Imagine how a human body might function or look if it did not have one or more of the major body systems.
	☐ Pose questions to investigate or suggest practical problems to solve in relation to human body systems (e.g., How are the various systems connected to each other? Could one system live without the other systems? If not, why not? Why do we need to eat? Could we breathe without a diaphragm? Which organs work hard during exercise? Why do people sometimes become paralyzed due to an injury?).
	☐ Relate body changes, such as acne on the skin and growth of body hair, to human growth and development from birth to puberty.
	☐ Represent, physically, dramatically, or visually, the interactions among the skeletal, muscular, and nervous systems that produce movement of the body or parts of the body.
	☐ Research how the respiratory, digestive, and circulatory systems work together to move oxygen and nutrients throughout the human body.
	☐ Investigate the interdependence between the nervous system and other body systems for reacting to stimuli and controlling body functions.
	☐ Explain how the digestive and excretory systems work together to ensure that the body makes use of food that is eaten and disposes of waste.
	☐ Propose alterations to the human body that might enable humans to function more effectively to accomplish one or more typical daily tasks.

Physical Science: Properties and Changes of Materials

Outcome	Achievement Indicators
Investigate the characteristics and physical properties of materials in solid, liquid, and gaseous states of	☐ Recognize that matter is anything that has mass and takes up space.
	☐ Classify materials in their environment as solids, liquids, or gases based on personal observation.

matter.	☐ Discuss the importance of water, in all states of matter, as a sacred substance within First Nations and Métis cultures.
	☐ Carry out a procedure to compare the mass of an object with the mass of its components.
	☐ Pose questions related to the characteristics and physical properties of matter that are suitable for investigating using processes of science.
	☐ Observe and record characteristics and physical properties (e.g., colour, texture, mass, volume, hardness, flexibility, absorbency, strength, buoyancy, melting point, malleability, magnetism, and solubility) of different solids, liquids, and gases in their environment.
	☐ Determine the distinguishing characteristics which enable scientists to differentiate between solids, liquids, and gases.
	☐ Measure the temperature, volume, and mass of materials using appropriate instruments (e.g., digital thermometer, ruler, tape measure, graduated cylinder, measuring cup, single-pan balance, and electronic scale) and standard units (e.g., °C, cm ³ , ml, and kg).
	☐ Explain how some characteristics and physical properties, such as melting point, boiling point, buoyancy, and solubility, help to distinguish materials from one another.
	☐ Critique personal and scientific classification systems of matter by identifying substances that are not easily classified as solids, liquids, or gases (e.g., butter, fat scraped off hides, fog, Jell-O, and wax).
Investigate how reversible and non-reversible changes, including changes of state, alter materials	☐ Pose and refine questions for investigation related to changes in materials.
	☐ Demonstrate changes (e.g., cutting aluminium foil, forming clay, breaking wood, and crumpling paper) that can be made to an object without changing the properties of the material making up the object.
	☐ Explore how characteristics and physical properties of materials may change when they interact with one another.
	☐ Predict whether changes to a material will be reversible or non-reversible.
	☐ Observe and classify changes to materials as reversible (e.g., melting ice cube, dissolving salt in water, blowing up a balloon, and folding paper) and non-reversible (e.g., paper burning, egg

	cooking, bicycle rusting, balloon popping, and apple turning brown).
	☐ Differentiate between changes to materials that occur rapidly (e.g., wood burning, explosives detonating, balloon popping, and glass breaking) and those that occur over extended periods (e.g., bicycle rusting, paint fading, and newspaper yellowing).
	☐ Provide evidence of the six changes of state (i.e., evaporation, condensation, freezing, melting, sublimation, and deposition) of matter in the environment (e.g., water evaporating from wet clothes, steam condensing on the wall of a shower, lake freezing, butter melting, ice cube sublimating in the freezer, and frost forming on a car window).
	☐ Demonstrate that changes of state of matter are reversible when heat is applied or removed.
	☐ Compare the characteristics and physical properties of a material in its solid and liquid states (e.g., compare the mass of ice cubes with the mass of liquid that results when they melt).
	☐ Design and carry out a procedure to determine whether the mass of materials changes during reversible and non-reversible changes.
	☐ Follow established safety procedures for working with heating appliances and hot materials (e.g., switch hot plates off immediately after use, use tongs and insulated mitts for carrying hot materials and for tending a fire).
	☐ Discuss the characteristics of fair tests and why scientists value the importance of conducting fair tests for gaining knowledge about the physical properties of materials.
	☐ Investigate methods, such as firing clay and forming alloys (e.g., brass, bronze, white gold, and sterling silver) that artists use to change materials based on their understanding of the properties of materials.
	☐ Develop conclusions about the effects of reversible and non-reversible changes on the characteristics and physical properties of materials.

Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment	☐ Differentiate between raw materials and manufactured products.
	☐ Assess the benefits and drawbacks of manufactured materials (e.g., plastic, steel, aluminium, glass, nylon, and other fabric) that have been developed to improve human living conditions.
	☐ Research a product to determine the raw materials from which it is made and the process required to turn the raw materials into a manufactured product.
	☐ Conduct a fair test to determine the effectiveness of different types or brands of a material (e.g., glue, coffee mug, paper towel, battery, bubble gum, paper, soap, and balloon).
	☐ Develop and apply criteria (e.g., function, cost, reliability, and aesthetics) for evaluating the effectiveness of a consumer product.
	☐ Identify locations in their communities and in Saskatchewan where agricultural and industrial manufacturing occurs, what products are created and tested, which raw materials are used, and how by- products and waste are disposed.
	☐ Assess the societal and environmental impacts of industrial and agricultural processes that change raw materials into manufactured products, taking into account different perspectives such as consumer, manufacturer, salesperson, and community leader.
	☐ Identify potentially harmful products used at home, school, and in communities, including interpreting consumer chemical hazard symbols, and describe practices that individuals can follow to ensure personal and community safety.
	☐ Research cultural values related to the consumption of products, such as using all parts of an animal.
	☐ Investigate how natural and manufactured products (e.g., tires, computers, trees, garbage, paper, scrap metal, house construction materials, food, clothing, oil, and automobiles) are disposed of personally, in their communities, and in Saskatchewan.
	☐ Recognize the need for developing a sense of responsibility towards other people, other living things, and the environment when choosing how to use and dispose of manufactured products.

Physical Science: Forces and Simple Machines

Outcome	Achievement Indicators
Analyze the effects of gravitational, magnetic, and mechanical forces, including friction, on the movement of objects.	☐ Differentiate between examples of contact (e.g., wind, push, and pull) and non-contact (e.g., magnetic and gravitational) forces in their daily lives.
	☐ Describe how forces can act directly or from a distance to cause objects to start to move, speed up, slow down, change direction, or stop moving.
	☐ Explain and diagram, using force arrows to represent the relative strength and direction of a force, how contact and non-contact forces affect the movement of objects.
	☐ Collaboratively design and carry out an experiment to determine the effects of changing the amount of force applied to an object on the movement of the object.
	☐ Measure, using non-standard units (e.g., number of elastic bands, and the length that an elastic band stretches), the force required to cause an object to move a specified distance, and estimate the force required to move a different object the same distance or the same object a different distance.
	☐ Record qualitative observations and quantitative measurements about the effects of non-contact (i.e., gravitational and magnetic) forces which act from a distance to cause objects to move, change direction, or stay in place.
	☐ Differentiate between the effects of balanced and unbalanced forces (e.g., gravitational, magnetic, and mechanical) on the movement of objects.
	☐ Pose questions to investigate the effects of friction on stationary and moving objects, and identify variables (e.g., surface material, texture, mass, angle of ramp, and orientation of object) that may be relevant to the investigation.
	☐ Conduct a fair test to compare the effects of friction on the movement of objects over a variety of surfaces (e.g., wood, cloth, floor tile, carpet, tabletop, sidewalk, and grass).
	☐ Collect and display quantitative data related to forces and motion using tables, charts, diagrams, and line graphs.
	☐ Measure forces in standard units (e.g., Newton) using a spring scale or a force sensor.

	☐ Collect and graph quantitative data to compare the mass and gravitational force acting on various objects.
	☐ Evaluate methods used to investigate the effects of contact and non-contact forces on the movement of objects, including identifying and suggesting explanations for discrepancies in collected data.
	☐ Draw conclusions about the relationship between contact and non-contact forces on the movement of objects.
Investigate characteristics of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, and wedges, for moving and lifting loads.	☐ Pose and refine testable questions about the operation of simple machines.
	☐ Demonstrate how simple machines (e.g., hammer, screwdriver, pliers, bottle opener, ramp, splitting wedges, and scissors) act to reduce effort, increase the distance a load moves, and/or change the direction of an applied force.
	☐ Select and safely use tools and materials in a manner that ensures personal safety and the safety of others when investigating the characteristics of simple machines.
	☐ Design and carry out an experiment to compare the force needed to lift a load manually with that required to lift it using various simple machines.
	☐ Demonstrate how the position of the fulcrum, the load, and the applied force differs for each of the three classes of levers.
	☐ Determine the relationship between the applied force and the distance the load is moved for each class of lever.
	☐ Compare the operation of wheel and axle mechanisms (e.g., Ferris wheel, bicycle wheel, rolling pin, in-line skate, windmill, and door knob) with the operation of levers.
	☐ Determine the effectiveness of wheel and axle mechanisms (e.g., screwdrivers, wheels, doorknobs, and gear systems) of various diameters, rotational speeds, and rotational directions for accomplishing specific tasks.
	☐ Investigate the relationship between the amount of applied force and the distance that the load is moved in single and multiple pulley systems, including determining the mechanical advantage of the system.
	☐ Explain the operating principles of an inclined plane, such as a ramp or ladder, with reference to the applied load and the distance that the load is moved.

	☐ Design and construct a prototype of a simple machine which is meant to accomplish a student-identified task.
	☐ Evaluate the efficiency and effectiveness of a prototype of a simple machine using student-identified criteria, and refine the prototype based on data.
	☐ Create a representation of the characteristics and operating principles of each type of simple machine.
	☐ Recognize that scientific processes and ideas help explain how and why simple machines operate.
	☐ Pose new questions to investigate about the characteristics of simple machines.
Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.	☐ Provide examples of simple and complex machines used at home, in school, and throughout their community.
	☐ Compare technologies developed and/or used by various cultures, past and present, which represent applications of simple machines.
	☐ Analyze the effects of forces from natural phenomena (e.g., earthquake, tornado, hurricane, and tsunami) on the natural and constructed environment.
	☐ Assess, using student-identified criteria, the function and effectiveness of products designed to enhance or reduce friction (e.g., grease, oil, ski wax, skate blade, fishing lure, canoe paddle, Velcro, and winter tires) between two surfaces.
	☐ Suggest how the function of common simple mechanisms, such as a crowbar, wheelbarrow, elbow joint, fork, rake, baseball bat, can opener, stapler, or scissors, might be different had they been based on a different class of lever.
	☐ Identify the benefits and disadvantages of practical examples of levers (e.g., pliers, teeter-totter, bottle opener, wheelbarrow, and fishing rod) in their lives and in their community.
	☐ Assess the impacts of machines, such as carts, boats, airplanes, logging equipment, and tractors, on traditional lifestyles.
	☐ Examine how agricultural, industrial, automotive, marine, and household applications of pulleys (e.g., combine, swather, crane, fan belt, block and tackle, clothesline, and flagpole) have changed the lives of individuals and affected society and the environment.

	☐ Research the use of inclined planes and other simple machines used to construct structures such as pyramids, Stonehenge, Easter Island moai, tipis, inukshuks, and totem poles.
	☐ Examine the types of tasks in the community that have been and are being currently accomplished using wedges (e.g., shim, splitting maul, knife, axe, and chisel).
	☐ Analyze technologies that are based on principles of simple machines in sports and recreation (e.g., teeter-totter, water slide, gymnastics wedge, balance board, and roller coaster).
	☐ Analyze the ways in which various combinations of simple machines can be combined to create complex machines.
	☐ Imagine machines that could be developed to simplify tasks within their lives, including fanciful devices such as Rube Goldberg machines.

Earth and Space Science: Weather

Outcome	Achievement Indicators
Measure and represent local weather, including temperature, wind speed and direction, amount of sunlight, precipitation, relative humidity, and cloud cover.	☐ Pose questions about local weather conditions and methods of collecting weather data.
	☐ Compare strengths and limitations of methods and technologies used historically and currently by different people around the world to obtain information about the weather.
	☐ Classify clouds as stratus, cumulus, cirrus, or "other", compare results with others, and analyze why results may vary.
	☐ Use a technological problem-solving process to design and construct simple weather instruments (e.g., wind vane, rain gauge, thermometer, barometer, and anemometer).
	☐ Explain the function and purpose of simple weather instruments.
	☐ Compile and display local weather data (e.g., temperature, wind speed and direction, amount of sunlight, precipitation, relative humidity, and cloud cover) for a given time interval (e.g., hourly throughout the day, daily for one week, and weekly for one month) using a weather journal, tables, charts, diagrams, and graphs.
	☐ Construct a wind rose to determine the predominant wind

	direction in a region over a given time period.
	☐ Evaluate, using student-developed criteria, the effectiveness of a personally-constructed weather instrument.
	☐ Construct a sample weather map for their region, indicating the temperature, wind speed and direction, precipitation, and cloud cover at a given time.
	☐ Analyze patterns and discrepancies in weather data for a given location over a specified time interval.
	☐ Generate simple conclusions about the prevailing local weather conditions.
	☐ Pose new questions about local weather conditions based on what was learned.
Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer	☐ Pose questions about the characteristics of local, national, and global weather conditions.
	☐ Demonstrate properties of air, in that air takes up space, has weight, expands and rises when heated, exerts pressure, and moves from areas of high pressure to areas of low pressure.
	☐ Measure, describe, and represent patterns in indoor and local outdoor air movement.
	☐ Design and safely carry out an experiment to determine the effects of solar energy on different surfaces (e.g., water, soil, sand, asphalt, concrete, grass, and wood).
	☐ Record and share, using tables, charts, diagrams, and graphs, the results of experimentation into the effects of solar energy on different surfaces.
	☐ Develop simple conclusions about the relationship between the amount of energy absorbed by a material and the nature of the material.
	☐ Relate the transfer of energy from the sun to the heating of Earth's surface by providing examples of surfaces that heat at different rates and locations (e.g., desert, forest, island, and summer fallow field) that have different temperatures.
	☐ Describe the characteristics of severe weather events, such as hurricanes, tornadoes, blizzards, hailstorms, droughts, and tropical cyclones, including the role of air movement and solar energy transfer in those events.

	☐ Relate weather extremes (e.g., hottest air temperature, lowest air temperature, greatest rainfall, highest wind speed, and heaviest hailstone) to specific locations in Canada and on Earth.
	☐ Compare weather conditions locally, regionally, and across Canada at various times throughout the year.
	☐ Examine weather lore and animal behaviours in traditional and contemporary cultures as tools to predict weather conditions.
	☐ Predict patterns in local, regional, and global weather over a given time frame (e.g., a day, a week, a month, and a year).
	☐ Suggest explanations for patterns or discrepancies between predictions of weather patterns and actual data for a given location during a given time interval.
	☐ Identify examples of local, national, and global weather phenomena that Canadian scientists are currently studying (e.g., UV protection, wind chill, ozone layer, seasonal snow cover, and temperature trends).
Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.	☐ Explain the purpose of different types of information (e.g., satellite and radar maps, weather watches and warnings, summary statistics, travel advisories, and air quality reports) that weather forecasters provide.
	☐ Research how and why people in their communities use short- and long-term weather forecasts in their daily lives.
	☐ Analyze the impact of weather conditions for a particular region on the lives and livelihoods of people in that region, including choices of food, shelter, clothing, transportation, and employment.
	☐ Research effects of short- and long-term changes in weather on the lives and livelihoods of people locally, nationally, and globally.
	☐ Relate weather conditions, and changing weather conditions, to the activities and behaviours of animals.
	☐ Explain the effects of different types of severe weather on people, communities, and the environment, including personal safety preparations for various severe weather events.

	☐ Examine how scientists and traditional knowledge keepers can collaborate to provide a more comprehensive understanding of the effects of weather on people and the environment.
	☐ Research traditional and contemporary technological innovations and products related to clothing, shelter, agriculture, and transportation that various cultures have developed to address various types of weather conditions.
	☐ Explain why forecasting, measuring, and understanding weather is important for humans.
	☐ Propose ideas for new products that would help humans address various types of weather conditions.

Social Studies

Interactions and Interdependence

Outcome	Achievement Indicators
Demonstrate an understanding of the Aboriginal heritage of Canada.	☐ Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival, including the Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, SubArctic, and Arctic.
	☐ Research similarities and differences in ways of life among First Nations and Inuit communities prior to European contact (e.g., men's roles, women's roles, children's roles).
	☐ Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans .
	☐ Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada
	☐ Trace the evolution of the Métis in Canada, including their origins, language, and major historical events (e.g., the Métis of Red River, the North West Resistance).
	☐ Paraphrase a traditional narrative about the origins of the First Nations or Inuit peoples, about the relationship with the natural environment, and connections between spirituality and the natural environment.
Analyze the evolution of Canada as a multicultural nation.	☐ Describe Canada's historical and current demographics, including population numbers, age, and location.
	☐ Identify trends and challenges in Canada's demographics.
	☐ Differentiate between refugees and immigrants.
	☐ Explain what motivates newcomers to move to Canada (e.g., entrepreneurship, employment, family reunification, refuge, education, reputation as a good place to live).
	☐ Undertake an inquiry which compares the immigration policies and practices of the 19th century to those of the current era, and assess the results of those policies and practices.

	☐ Identify the goals of various ethnic and cultural advocacy organizations in Canada, including First Nations, Inuit, and Métis organizations, as well as organizations supporting new immigrants to Canada.
	☐ Identify the historic origins of a variety of place names in Canada, and investigate the reason for the naming.
	☐ Graphically display the country of origin of immigrants to Canada in the 19th and 21st centuries, and account for similarities and differences in the two eras.
	☐ Examine the Canadian government treatment of various groups of immigrants to Canada (e.g., Chinese immigrants in the 1800s, Japanese Canadians in the 1930s and 1940s, Eastern European immigrants in the late 19th and early 20th century).

Dynamic Relationships

Outcome	Achievement Indicators
Analyze the historic and contemporary relationship of people to land in Canada.	☐ Distinguish between physical and political maps and investigate the application of mapping and data management (i.e., geographic information systems) technology.
	☐ Differentiate between Canada's various geopolitical constructs, including a country, a province, and a municipality.
	☐ Outline the predominant physical features of the regions of Canada, including the Western Cordillera, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, and Arctic/Innuition regions (e.g., vegetation zones, resources, bodies of water, and principal landforms).
	☐ Undertake an inquiry investigating the relationship between Canada's physical geographic features and the population distribution.
	☐ Explain the meaning and origin of a variety of Canadian symbols and consider the purposes of such symbols (e.g., coat of arms, motto, flag, beaver, feather, drum, RCMP, national anthem).
	☐ Investigate reasons for western expansion of Canada in the 19th and early 20th centuries, and the consequences of the expansion.

Assess the impact of the environment on the lives of people living in Canada.	☐ Describe the climate of different regions of Canada, and investigate how population distribution in Canada is related to climate, resources, and topographical features.
	☐ Explain how different traditional worldviews of Earth affect the use of resources in Canada (e.g., Aboriginal and European attitudes toward ownership, Treaties, Crown land, homesteads, and the seigneurial system).
	☐ Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.
Identify the European influence on pre-confederation Canadian society.	☐ Plot the principal voyages and experiences of the first European explorers who came to what is now Canada, and discuss the impact of voyages on the societies encountered (e.g., Cabot, Cartier, Champlain, Hudson, Kelsey, Fraser, Hearne, Mathieu Da Costa).
	☐ Identify the social and cultural characteristics of New France (e.g., the influence of missionaries and of the Catholic Church; music; dance).
	☐ Recount the major events during the transition from French rule to British rule in what is now Canada.
	☐ Describe the life of Acadians in early Canada, and describe the reasons for and results of the Acadian deportation.
	☐ Show how trade influenced the establishment of the first communities in Canada.
	☐ Explore the relationship between the British, First Nations, and the French in what is now Canada between 1760 and 1867, including the influence of culture, governance, and the imperial relationship with Britain.
	☐ Determine how the British Empire affected the lives of British settlers, French-Canadians, First Nations, Inuit, and Métis in pre-confederation Canadian society.
	☐ Describe the influence of the United Empire Loyalists on Canadian society, and reasons for the Loyalist migration to Canada.
	☐ Undertake an inquiry to determine how the fur trade affected the peoples of Canada.

Power and Authority

Outcome	Achievement Indicators
Describe Canada's political evolution.	☐ Investigate the territorial evolution of Canada from 1608-1867, and from 1867 to the current era.
	☐ Differentiate between the status of a province and a territory in the Canadian confederation.
	☐ Identify on a map each province and territory, indicate the year each joined Confederation, and investigate the circumstances and reasons for joining in the united Canada.
	☐ Explain the purpose of a constitution, and describe the importance of the British North America Act of 1867 and the Constitution Act and Charter of Rights and Freedoms of 1982.
	☐ Explain the push-pull factors that motivated various cultural groups immigrating to Canada during the 18th and 19th centuries (e.g., building of the railway, fleeing famine or religious oppression, gold rushes).
Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.	☐ Represent, in graphic format, the structure of various levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments.
	☐ Investigate the structure of First Nations governments in Canada, using accurate terminology (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations).
	☐ Develop an understanding of the functions of the following governance bodies and the role of those in leadership positions: House of Commons, Senate, Governor General, Prime Minister, member of the federal parliament, government minister.
Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.	☐ Explain what a treaty is, and the purpose of a treaty.
	☐ Affirm that all Saskatchewan residents are treaty people.
	☐ Investigate the spirit and intent of the treaties from the perspective of the Crown and the First Nations in Western Canada.
	☐ Undertake an inquiry to examine the extent to which treaty

	promises have been met by parties to the treaties, and why the fulfillment of treaty obligations is important for all Canadians
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Resources and Wealth

Outcome	Achievement Indicators
Explain the importance of sustainable management of the environment to Canada's future.	☐ Differentiate between renewable resources (e.g., forests, fish, water) and non-renewable resources (e.g., oil, minerals).
	☐ Create an inventory of current non-sustainable practices (e.g., presence of plastics, packaging, dumping of waste into river systems).
	☐ List the possible consequences of non-sustainable practices related to the use of resources (e.g., lack of resources for future generations, endangered species, climate change).
	☐ Taking one resource as an example, illustrate how resource use and the extraction process of the resource affects the environment (e.g., forests, tar sands, coal, uranium, potash).
	☐ Give examples of policies and actions that contribute to sustainability (e.g., water conservation, informed decisions by consumers, reusing materials).
Hypothesize about economic changes that Canada may experience in the future.	☐ Using factual data and statistics, predict the future demographic make-up of Canada (e.g., growth in senior citizen population, Aboriginal population, rates of immigration, birth rates, rural depopulation).
	☐ Describe the effect the movement of people has on local and provincial communities.
	☐ Predict which industries will be of future significance in Canada using factual information, statistics, and other data to support your prediction.
	☐ Give examples of possible changes in Canada's principal industries (e.g., large agricultural companies replacing family farms; the importance of technological industries).

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| | <ul style="list-style-type: none">□ Speculate upon how contrasting worldviews toward the natural environment may affect the use of resources. |
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Arts Education

Creative/Productive

Outcome	Achievement Indicators
Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).	☐ Investigate potential sources of ideas for dance related to pop culture (e.g., current street dances, popular dances of different eras, TV dance competitions).
	☐ Pose questions about pop culture to explore through a dance-making inquiry process (e.g., What popular dance movements, styles, and conventions could we include in our own dances?).
	☐ Collaborate with peers to select a common starting point, and generate further ideas for dance compositions.
	☐ Demonstrate research skills, and use guided Internet searches, as part of the inquiry and dance-making process (e.g., view contemporary street dances online).
	☐ Generate and develop movement ideas through improvisation.
	☐ Select, with increasing discernment, movements from explorations to create and connect dance phrases that express ideas.
	☐ Record dance and movement ideas in learning logs, videos, or reflective journals (e.g., using invented and/or traditional Labanotation symbols).
	☐ Develop and refine dance ideas collaboratively using critical reflection.
	☐ Describe ideas expressed in own dance compositions.
Express own ideas using pop	☐ Demonstrate innovation when applying the

dance forms and styles, and apply the elements of dance including: actions (extend repertoire of actions with flexibility and clarity of movement) body (arm and leg gestures that lead toward, away from, and around own bodies) dynamics (acceleration and deceleration) relationships (alone, partner, small groups) space (pathways, directions, levels, shape).	elements of actions, body, dynamics, relationships, and space in own dance compositions.
	☐ Create arm and leg gestures that lead toward, away from, and around own bodies.
	☐ Extend repertoire of actions with attention paid to flexibility and clarity of movements.
	☐ Control acceleration and deceleration of movements (quickly and slowly).
	☐ Examine how energy is used to resist gravity.
	☐ Move in a variety of ways to metric and non-metric (i.e., free or irregular) rhythms.
	☐ Carve space into volumes with own bodies.
	☐ Practise clarity of shape when in motion or in stillness.
	☐ Incorporate various relationships alone, with a partner, and in small groups.
	☐ Identify and experiment with transitions between dance phrase
	☐ Organize movement sequences in meaningful ways.
	☐ Apply repetition and variety of movements and movement sequences in dances.
	☐ Recall and recreate movement phrases and sequences.
	☐ Extend own body's range of movement and strength with attention paid to balance and correct alignment.
Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama.	☐ Demonstrate sustained belief in each dramatic situation and a variety of own roles.
	☐ Respond to others in role in ways that aid the progress of the drama.

	☐ Use language expressively when speaking and writing in role.
	☐ Analyze and describe how various roles and strategies (e.g., flashbacks) functioned within the drama.
	☐ Apply focus in own work, and explain why focus serves an important function in drama.
	☐ Describe how surprises can often create the element of tension, which serves an important function in drama work.
	☐ Investigate the use of contrast in drama work.
	☐ Demonstrate how symbols may serve specific functions in drama work (e.g., a character or object represents a particular idea or concept such as envy or greed).
	☐ Discuss drama work in relation to own lives and communities.
Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).	☐ Pose questions related to popular culture to inspire inquiry through drama (e.g., What if we were members of a film crew and a famous pop star suddenly disappeared from our set?).
	☐ Investigate and participate in various forms of popular theatre (e.g., street theatre, physical theatre, clowning, parades, puppet theatre, festival busking).
	☐ Use imagination to help extend the dramatic context.
	☐ Identify new ways to further the drama based on discussions of the work.
	☐ Work co-operatively within dramatic contexts and describe the responsibilities and challenges of working this way.
	☐ Improvise and provide alternative ideas in various dramatic situations.

	□ Provide solutions to refine the work based on reflection and discussions about the drama.
Demonstrate increased skills and abilities in use of the voice and one or more instruments.	□ Use voice and instruments purposefully to convey feelings and own ideas.
	□ Sing in tune and continue to develop the ability to sing harmony.
	□ Recognize there are a diverse range of voice types, styles, and forms of individual and group vocal expression.
	□ Use traditional and non-traditional notational devices in music created and performed.
	□ Explore the qualities and characteristics of own voices (e.g., range, timbre, dynamics).
	□ Extend skills and abilities in the use of one or more selected instruments.
	□ Analyse how instruments can be used in traditional and non-traditional ways to create a variety of distinctive sounds and styles.
	□ Recognize and appreciate the acquisition of instrumental/vocal technical skills and their contribution to music expression.
Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of: □ form (binary – AB, ternary – ABA, rondo – ABACADA) □ metre as an organizational technique □ tempo as an organizational technique □ rhythm including beat, tempo, patterns of duration, and metre □ melodies □ harmony as a fundamental	□ Use elements of music and voice/instruments to convey feelings and own ideas.
	□ Pose questions to initiate and guide inquiry into sound composition process.
	□ Demonstrate ways that music can suggest images and moods or express ideas.
	□ Investigate and demonstrate how metre, tempo, dynamics, and tone colour can be used as organizational techniques in music.
	□ Demonstrate understanding that rhythm is subdivided into four categories: beat, tempo, patterns of duration, and metre.

component in creating texture (e.g., choral accompaniment) □ scales that differ in structure and tonality (pentatonic, major, minor) □ tone colour as an organizational technique □ expressive use of silence.	□ Investigate ways that melodies can be shaped to create musical expression.
	□ Examine ways that scales differ in structure and tonality (e.g., pentatonic, major, minor).
	□ Demonstrate knowledge of different forms in music (e.g., binary - AB, ternary - ABA, rondo - ABACADA).
	□ Investigate how silence can be used expressively in music.
	□ Describe how own music compositions express unique ideas and possess expressive qualities.
	□ Incorporate more than one related or contrasting idea within a single music composition.
	□ Expand on sound/music ideas from journals.
	□ Use the Internet to find and discuss compositions that demonstrate music concepts currently under study.
	□ Recall and describe own decision making in the creation of music and the development of musical ideas.
	□ Use improvisation and accidental discoveries where appropriate in own compositions.
Create visual artworks that express ideas about, and draw inspiration from, pop culture.	□ Pose questions about pop culture and investigate the questions individually or collectively through visual art (e.g., What and who are some Canadian pop culture icons and symbols?).
	□ Collaborate with other students to plan a visual art inquiry into pop art.
	□ Collaborate with other students to decide how to document the inquiry process and share resulting products.
	□ Use research, including guided Internet searches, as part of the inquiry process.
	□ Expand skills and abilities and demonstrate

	self-awareness in decision-making about art making methods and materials.
	☐ Experiment with pop art styles in 2-D and 3-D.
	☐ Describe how ideas can come from such sources as memory, research, observation, feelings, or imagination.
	☐ Expand on visual art ideas in their visual journals, learning logs, or sketchbooks.
	☐ Recognize the value of accidental discoveries in own work and put them to use, where appropriate.
	☐ Recognize the value of accidental discoveries in own work and put them to use, where appropriate.
	☐ Describe meaning of own art work.
Create artworks using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).	☐ Use the elements of line, colour, texture, shape, form, and space in ways that reflect a pop art style.
	☐ Explore colour relationships in the environment and in pop art styles.
	☐ Identify how space can be positive or negative in art works and assess the use of these concepts in own work.
	☐ Examine ways of creating contrast (e.g., bold/subtle, rough/ smooth, light/dark).
	☐ Examine different types of balance (symmetrical, asymmetrical/informal, radial).
	☐ Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects.
	☐ Investigate how proportion is a matter of size comparison.
	☐ Analyze and investigate ways of creating the illusion of three dimensions through drawing.

Critical/Responsive

Outcome	Achievement Indicators
Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions).	☐ Analyze and describe the influence of pop culture on contemporary societies, and on own lives.
	☐ Investigate arts expressions that are currently part of mainstream popular culture, and research historical influences on these expressions (e.g., the influence of James Brown or Elvis Presley on contemporary music).
	☐ Analyze relationships between art and pop culture (e.g., visual artist Roy Lichtenstein, comic books, Brit pop bands, improv theatre and performance art for public spaces, dance in music videos).
	☐ Investigate and report on the role of marketing in the promotion and distribution of pop culture products (e.g., TV programs, movies, and viral marketing on the Internet).
Respond critically and creatively to a variety of pop culture expressions.	☐ Research contemporary popular Canadian artists and arts expressions and create own work in response.
	☐ Justify interpretations and opinions of pop culture expressions based on critical thinking, research, and evidence in the work.
	☐ Respond to contemporary pop culture arts expressions in two or more different ways (e.g., formal criticism, contextual approach, creative approach, or multi-connection approach as described in the curriculum support document entitled Responding to Arts Expressions available on the Ministry of Education website).

Cultural/Historical

Outcome	Achievement Indicators
Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young	☐ Critically analyze and describe representations of life by artists in pop culture (e.g., rock videos, television sitcoms, movies, and advertisements).
	☐ Create arts expressions in response to research and personal opinions about the influence of pop culture trends, fads, and fashions.

people in ads, sitcoms, animations, and music videos).	☐ Critique pop culture representations for potential stereotypes.
	☐ Research various careers of pop culture artists (e.g., animators, actors, directors, dancers/choreographers, fashion designers, musicians/composers, and filmmakers) and discuss rewards and challenges of careers in mass media.
Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.	☐ Research and categorize traditional and contemporary First Nations and Métis arts expressions from different regions in Canada (e.g., West Coast, Northern, Plains, East Coast).
	☐ Identify several contemporary Canadian First Nations, Métis, and Inuit artists and discuss cultural traditions and ideas reflected in their work (e.g., visual artist Allen Sapp, musician John Arcand, actor Gordon Tootoosis, dancer and musician Don Speidel).
	☐ Investigate the influence of popular culture on contemporary First Nations artists (e.g., First Nations filmmakers and hip hop artists such as Eekwol).
	☐ Examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists.
Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.	☐ Investigate how the arts sometimes reflect or question mainstream values.
	☐ Describe how changes in arts expressions reflect changes in society. Explain how knowing more about the context in which an arts expression was created can help in understanding the work. (e.g., examine artistic and social historical timelines).
	☐ Describe how popular artists and art forms (e.g., comics, animation, fashion design) have affected mainstream culture over time.

Physical Education

Active Living

Outcome	Achievement Indicators
Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.	□ Explain a variety of factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) that affect personal fitness development.
	□ Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, hiking, cycling, swimming, dancing, paddling) that increase heart rate and respiration rate, towards nine consecutive minutes on a consistent basis.
	□ Sustain participation in lead-up games (e.g., three-on-three soccer, outdoor obstacle course races) that increase heart rate and respiration rates in a progression towards nine consecutive minutes on a consistent basis.
	□ Engage willingly in a variety of movement activities at a moderate to vigorous level of effort.
	□ Determine the intrinsic (e.g., enjoyment, enhanced health, level of success, increased energy level, reduced stress level, connection to others) and extrinsic (e.g., awards, media, sport heroes, family, peers) factors that motivate participation for fitness development.
	□ Make connections between the terms associated with the function of the cardiovascular system (including heart rate, pulse, resting heart rate, maximum heart rate, target heart rate zone) and health-related fitness plans.
	□ Demonstrate and practise ways to find pulse (e.g., pulse point location and proper finger positions on wrist and neck) and to determine heart rate (e.g., counting beats for 10 seconds and then multiplying by six; use of heart monitors) before, during, and after exercise.

	☐ Describe how heart rate is used to monitor exercise intensity and its connection to cardiovascular fitness.
	☐ Monitor personal level of activity by using a pedometer to count the number of steps taken or the distance traveled and make connections to benefits for cardiovascular endurance.
	☐ Create a visual representation of the key components of the F.I.T.T. principle and how they apply to personal fitness.
	☐ Record and reflect own fitness results after participation in simple health-related fitness appraisals.
	☐ Apply, with guidance, methods to analyze own level of cardiovascular fitness, including the use of fitness appraisals and health-related fitness standards as identified in research-based resources [e.g., Fitnessgrams, Activitygrams (Meredith and Welk, 2007)].
	☐ Discuss the positives and negatives of using standardized information related to fitness levels as a means of judging own performance.
	☐ Set and work towards challenging yet attainable individualized goals for cardiovascular fitness improvement.
	☐ Share responsibility for the development and implementation of a class cardiovascular fitness plan.
Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.	☐ Identify the health-related fitness benefits (e.g., whether flexibility or muscular endurance; which muscles are benefiting) while participating in teacher-selected exercises and activities that enhance flexibility or muscular endurance.
	☐ Explain the potential consequences of poor flexibility as related to possible injury and the ability to perform various activities, including daily living activities such as housework and yard work.
	☐ Determine, demonstrate, and express the purpose and qualities of effective and safe flexibility (including dynamic stretching) and muscular endurance exercises.

	□ Analyze the flexibility and muscular endurance benefits of participation in various movement activities.
	□ Explain the benefits of an improved level of health-related fitness, specifically muscular endurance and flexibility, on personal ability to improve performance of motor skills.
	□ Incorporate the use of a variety of objects and equipment into muscular endurance and flexibility challenging activities (e.g., dynaband, resistance bands, surgical tubing, exercise ball, skipping rope, towel).
	□ Demonstrate and incorporate different ways to use sports-related equipment to improve muscular endurance and flexibility (e.g., stretch using a golf club or lacrosse stick for resistance, pass a basketball against the wall with two hands without stopping for one minute).
	□ Collaboratively create (in small groups) and participate in a flexibility routine and muscular endurance exercise plan that prepares the body for a specified activity (e.g., alternate environment activity – skiing: muscular endurance exercises for the leg and shoulder muscles).
Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.	□ Identify and apply movement concepts and cues (e.g., lower centre of gravity, increase base of support, and align centre of gravity in the middle of the base of support) for controlled movement that challenges balance (e.g., serve reception position in volleyball, defensive movement in basketball, stability for skateboarding, landing from jumps and springs).
	□ Demonstrate basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, skipping, creative dance, folk dance) showing two or more different styles/traditions.
	□ Demonstrate functional use of combinations of two or more selected movement skills (e.g., combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences) while applying movement variables (e.g., showing contrast in direction, speed, flow).

	□ Combine traveling, jumping, and landing skills to practise performing a variety of sport-specific skills such as high jump, long jump, triple jump, and volleyball spike approach.
	□ Jump forward and backward over a self-turned rope, while stationary and moving, varying pathways, directions, and body movements.
	□ Demonstrate given visual representations of movement patterns (e.g., footwork of a volleyball block, dance steps for a line dance, running pattern for a football play).
	□ Apply an understanding of effective body positioning and movement during the flight phase of various jumps.
	□ Create and perform, individually or with a partner, a sequence of locomotor and non-locomotor skills that vary in directions, levels, and pathways, and include a landing on hands (e.g., balance, land on the hands by falling forward from a standing position, front support, lower to mat, roll, push up to front support, jump forward to bring feet between hands, stand, leap sideways, balance).
	□ Mount and dismount large apparatus (e.g., benches, fitness steps, stacked mats), demonstrating body shapes during flight and landing in control.
	□ Create, symbolically represent, and perform, in groups of three or more, a rhythmical movement sequence in time to a given beat which meets given criteria related to the performance of complex movement skills (e.g., basketball lay-up approach and steps: 4/4 time – dribble, dribble, dribble, dribble, step, step, jump, land).
	□ Create, symbolically represent, and perform, in groups of three or more, a dance sequence which meets given criteria related to the performance of combining movement skills (e.g., hop, hop, slide, slide, jump turn, land, repeat) in time to a given beat.

	□ Perform established modern, folk, cultural /multicultural dances such as the polka from the German culture, the two-step and square dance from various cultures, Jingle Dress dancing and the Grass Dance from the First Nations culture, and the Red River Jig from the Métis culture. (Note: Physical participation in First Nations and Métis dances should occur only after the spirit and intent of these dances have been taught in Arts Education through Outcome CH5.2.)
Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: volleying (to send an object in the air before it comes to rest) striking with long-handled implements (bats, golf clubs, hockey sticks) control level of skill when: punting.	□ Use performance words (e.g., "extend foot downward", "backswing", "shift weight", "look at the ball") to demonstrate understanding of performance cues for sending and receiving objects.
	□ Say performance cues (think-aloud) while punting.
	□ Describe how the body will move when in control of punting skillfully and safely.
	□ Volley with hands (set) a volleyball five times consecutively against a wall in an overhead pattern using two hands by moving feet quickly to be in position to get under and behind the ball; curling the fingers so the ball contacts the pads; bending the knees in preparation, extending the legs and moving arms upward upon contact.
	□ Volley with hands (set) a soft touch volleyball or a beach ball upward above the head using proper technique while trying to maintain the volley for an indicated length of time.
	□ Volley with arms (underarm pass) a soft touch volleyball or a beach ball against the wall repeatedly (letting it bounce between passes) by moving feet quickly to be in position to get under and behind the ball; extending the arms forward, forearms and hands together to create a flat surface with thumbs pointing down; bending the knees in preparation; watching ball contact lower 1/3 of forearms; pushing forward and upward with the legs being sure to not swing the arms.
	□ Volley with one foot a lightweight ball or foot bag upward using various parts of the foot and maintaining control.

	☐ Strike stationary objects using various long-handled implements while aiming at different targets (including open spaces) at varying distances.
	☐ Strike moving objects (e.g., self-tossed ball with a bat, pitched ball with a bat, moving puck with a stick, partner-sent shuttlecock [birdie]) so they travel in intended direction.
	☐ Strike balls and birdies over nets with racquets and paddles (e.g., badminton, table tennis, pickleball) attempting to strike the object continuously and cooperatively with a partner while using a variety of strokes (e.g., serve, overhead clear, underhand clear, lob). Indicators Control Level of Skill
	☐ Punt a lightweight ball upward and forward by dropping (not tossing) the ball, extending the kicking foot downwards so as to contact the ball with the "shoelaces"; watching the ball until contact is made; following the foot through in a forward motion.
	☐ Punt a variety of balls, practising for accuracy, for height, and for distance.
Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including: throwing catching (collecting, gathering) kicking hand dribbling foot dribbling striking with hands and short-handled implements (short-handled racquets and paddles).	☐ Use performance words (e.g., "extend foot downward", "backswing", "shift weight", "look at the ball") to demonstrate understanding of the performance cues used in refined manipulative skills performance.
	☐ Incorporate "talk-aloud" self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects.
	☐ Throw and catch a ball/object while being guarded by opponents.
	☐ Throw and catch a frisbee, varying force, levels, and directions.
	☐ Throw quickly at a target immediately after catching a ball/object.
	☐ Kick a stationary ball to a moving target such as a partner by approaching the ball from various angles and making contact with both the side and outside of the foot.

	☐ Kick a stationary ball accurately at small stationary targets such as pylons.
	☐ Throw/strike a ball or object demonstrating both accuracy and distance.
	☐ Perform a continuous foot dribble while following given directions (e.g., dribble forward using the inside of the foot, the outside of the foot; change direction of travel by sole tapping the ball and switching feet).
	☐ Hand/foot dribble, maintaining control of the ball, through teacher and/or student designed obstacle courses.
	☐ Hand/foot dribble while trying to prevent an opponent from stealing the ball.
	☐ Strike lightweight balls (e.g., soft touch volleyball, beach balls) both underhand and overhand at targets and over nets.
	☐ Strike balls (e.g., tennis, whiffle, ping-pong) with racquets and paddles, both underhand and overhand, at targets and over nets.
	☐ Strike birdies with a badminton racquet using and adjusting performance cues to practise various introductory strokes including short serve, long serve, forehand overhead clear, and underhand drop shot.
	☐ Create and perform a juggling sequence, with a partner or small group, using items such as scarves, balls, and sticks.
	☐ Replicate recommended technique for field events, such as shot put and discus, using frisbees, softballs, and other objects.
Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others.	☐ Explain how skill competency can lead to enhanced enjoyment of movement and support desire to participate in movement activities
	☐ Use feedback, including available technology (e.g., teacher and/or peer assessment, teacher-recorded video, digital photography), to self-analyze performance and to create plans for the improvement of performance.

	□ Develop, in cooperation with others, a list of required criteria to use in peer assessment of a skill performance [e.g., long jump - accelerates to the takeoff spot, hits takeoff spot (e.g., paces off, executes), uses proper takeoff (e.g., one or two feet), controls body position during flight phase, lands under control, attains desired distance].
	□ Develop and implement, as a class, a short-term plan to improve the performance of a skill that incorporates the principles of practice (e.g., repetitions, progression in speed of performance, using proper form, visualizing proper performance, verbalizing performance cues).
	□ Recognize the carry-over (transfer) of general movement skills (e.g., sliding) that can be applied to specific skills or activities (e.g., dances, individual basketball defensive movement, yoga, volleyball blocking movement).
	□ Communicate using the vocabulary of tactics, movement variables, and performance cues both when practising the performance skills and when supporting the performance of others.
	□ Distinguish between variations required in the application of specific performance cues and movement variables in order to vary a movement skill (e.g., foot placement when kicking a stationary ball, a ball moving away, and a ball moving towards; dance step while moving forward and moving backward).
	□ Teach an activity or skill to a classmate using performance cues language, movement variables language, and practice principles.
	□ Apply movement concepts related to accuracy, force, and follow-through when sending (e.g., throwing, kicking, striking, volleying, punting) objects.
Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: □ small-sided and lead-up	□ Determine effective game tactics, in cooperation with others, using a problem-solving approach (e.g., devise an attacking and defending strategy in a small group participation game).

net/wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in: □ small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery) □ small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket) □ small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse) □ small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking,	□ Execute the combination of selected movement skills in a variety of games and activities (e.g., scooter soccer, kick ball, one bounce volleyball, frisbee basketball, hoop golf).
	□ Design and play an invasion/territorial type game, including rules and tactics, incorporating at least two motor skills.
	□ Distinguish between effective and ineffective individual and small group offensive and defensive tactics (i.e., body fakes, speed use, change of direction, keeping the body low while moving) to be used in specified types of games (e.g., net/wall games versus invasion/territorial games).
	□ Verbalize effective skill performance as well as tactical decisions to strengthen the internalization and application potential.
	□ Describe and apply the elements of making good decisions related to game play including paying attention to relevant actions (those that are affecting the progress of the game), anticipating responses by opponents, and choosing appropriate skills to perform (e.g., passing rather than shooting, drop shot rather than clear).
	□ Demonstrate an understanding of how the strategic components of one game can transfer to another game (e.g., make the object go to the opponents' open spaces – badminton, softball, soccer).
	□ Engage in practising the skills specific to teacher/class-chosen alternate environment activities (e.g., orienteering: design maps, identify cardinal directions (N, E, S, W), follow directions to complete classmate-created tasks, use a compass and/or a GPS device to follow a map).
	□ Demonstrate an understanding of how the skills used in one alternate environment activity can transfer to participation in another alternate environment activity (e.g., skating to skiing).

cycling, wall climbing, paddling).	□ Discuss and apply movement skills and strategies that will increase efficiency of movement used in a variety of alternate environment activities.
Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.	□ Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, lining) as appropriate in a variety of games and adapted sports activities.
	□ Accept willingly the "official's" decision regarding personal rule infraction, and those of others, without displaying negative reactions toward others.
	□ Contribute to a class decision-making process on the creation or adaptation of rules to be used in class activities and games.
	□ Examine the agreed-upon rules for games, including lead-up games and invented games, to demonstrate a clear understanding of how the rules affect the play of the game and the actions of individuals.
	□ Discuss and propose alternative behaviours for examples that demonstrate inappropriate behaviours related to officiating and abiding by the rules (e.g., yelling at the referee, calling a badminton bird out when it is in).
	□ Express insights in response to questions such as "Who should be responsible for making sure that the rules of play are followed?" and "Why might it be difficult to be an official?"
Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains).	□ Assess classmates' representation of first-aid kits (e.g., diagram, list, actual kit) to ensure that appropriate supplies have been identified.
	□ Determine causes, preventions, and care for teacher-specified discomforts and injuries by using information from a variety of sources.
	□ Present the results of a plan, developed and implemented in pairs or small groups, to conduct a safety audit of a playground or community space (e.g.,

	swimming pool, skating rink, cultural grounds) that incorporates given criteria (e.g., recognized risks associated with the activity; identified important safety rules and procedures) for a safety audit.
	☐ Propose and discuss logical and practical suggestions for enhancing safety in given situations.
	☐ Research and apply recommended first-aid procedures for basic 'role-played' injuries such as nose bleeds, cuts, and sprained ankles.
Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).	☐ Create and present representations of what behaviour looks like on each of the five levels of the social skills continuum (Hellison, 2003).
	☐ Self-assess level of social skills on a regular basis through methods such as responding to prompts (e.g., today in physical education, I helped another student by ...; today in physical education, I showed cooperation by ¿) in learning logs or journals.
	☐ Acknowledge when own behaviour is irresponsible and/or lacking in self-control.
	☐ Propose and engage in options for growth in areas that will support own achievement of higher levels of social behaviour.
	☐ Engage in a class plan to show "caring for others and for self" while being physically active (e.g., clean a park in the spring, teach throwing and catching skills to grade one students, lead exercises with seniors or elders).
	☐ Express insights in response to questions such as "What does it mean to take care of yourself?" and "Can you care for others if you don't take care of yourself?".
Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.	☐ Identify sports (e.g., lacrosse, hockey, basketball) and other movement activities (e.g., tobogganing, canoeing) that are historically Canadian and share the stories of these sports and activities with others.
	☐ Evaluate the impact that a diverse variety of Canadians (e.g., Terry Fox, Hayley Wickenheiser, Wayne Gretzky, Tom Longboat, Sandra Schmirler, Jacques Villeneuve, Ethel Catherwood, Alwyn Morris) have on the options for participation in movement

	activities in Canada.
	☐ Communicate to others (e.g., audio, visual, written, oral) the contributions of Canadians towards the origin and/or promotion of participation in specific movement activities.
	☐ Discuss the impact that heroes or mentors can have in motivating others to participate in movement activities.

Health Education

Understanding, Skills and Confidences

Outcome	Achievement Indicators
Analyze personal eating practices.	☐ Investigate a variety of information about foods and beverages (e.g., print resources, media, nutritionists, elders).
	☐ Examine information and promotions created to influence eating practices.
	☐ Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices.
	☐ Investigate a variety of information about healthy eating practices (e.g., five small meals/day, cultural foods and traditions, vegetarianism).
	☐ Evaluate how particular practices and diets (e.g., cultural diets, vegetarian diet, diabetes diet) require planning to ensure a healthy, balanced diet.
	☐ Record and analyze personal food consumption for five days (including servings, time, and location).
	☐ Observe and record factors (e.g., cultural, environmental) that influence personal eating practices.
	☐ Examine own and others' experiences with processed and non-processed foods.
	☐ Investigate and compare the health benefits of consuming processed versus non-processed foods.
	☐ Examine how eating practices have changed (e.g., traditional First Nations peoples eating practices, "fast-food" era).
	☐ Explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts, "fuel" for exercise).
Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty.	☐ Identify local, provincial, and national sources of information about puberty.
	☐ Discuss criteria that can be used to decide if a source is reliable.

	☐ Identify and use correct and respectful language and terminology in relation to sexual anatomy and gender identity as it relates to changes of puberty.
	☐ Determine that puberty is a natural process that often occurs at different rates.
	☐ Describe physical changes, both primary (e.g., reproductive organs and systems) and secondary (e.g., growth of body hair, changes in body shape) that occur during puberty.
	☐ Explain the process of menstruation and spermatogenesis.
	☐ Examine social, emotional, and spiritual changes that occur during puberty (i.e., sexual attractions, insecurities, moodiness, form own ideas, morals and values; rely less on parents/caregivers for knowledge about life and about deep questions like 'Who am I?', 'Why am I here?', or 'What is the meaning of life?').
	☐ Examine strategies for managing the social, emotional, physical, and spiritual changes associated with puberty (e.g., asking questions, engaging in physical activity, having sexual attraction to others).
	☐ Describe personal responsibilities and determine the increasing importance of balanced health practices (e.g., bathe frequently, use deodorant and other sanitary products, respect private spaces, keep personal matters appropriately private, respect differences) associated with physical, social, spiritual, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity, cultural roles and responsibilities).
	☐ Discuss with a significant and trusted adult the expected changes (i.e., physical, social, spiritual, and emotional) of and responsibilities associated with puberty (e.g., rites of passage, special teaching about roles of women in some First Nations and Métis cultures).
Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being.	☐ Identify examples of local, provincial, and national health sources regarding illness/disease.
	☐ Discuss criteria that can be used to identify if a health source is reliable.
	☐ Investigate various sources of information about illness and disease (including cancers, diabetes, depression, and heart disease).

	☐ Distinguish between infectious and non-infectious, and illness and disease.
	☐ Demonstrate an understanding of ways in which the body protects itself from illness and disease (e.g., intact skin, understanding portals/openings of entry such as eyes and mouth, immune system).
	☐ Investigate and articulate how the physical, mental, emotional, and spiritual well-being of self, family, and community is affected by illness and disease.
	Ask questions and seek answers for deeper understanding: ☐ Where do new diseases come from? ☐ Why do people die from a disease when some people can be cured? ☐ Why are some diseases more common in adults than in children and vice versa? ☐ Can a person have a disease and still be healthy?
	☐ Describe the challenges of illness and disease to attaining or maintaining holistic well-being.
Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.	☐ Investigate knowledge and information about self-image.
	☐ Discuss criteria that can be used to determine if a health source is reliable.
	☐ Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/or language.
	☐ Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice).
	Ask questions and seek answers for deeper understanding: ☐ How does prejudice develop? ☐ Why do some people have realistic self-images while other people have distorted self-images? ☐ Why are some stereotypes more common than others? ☐ How is "diversity in thought" necessary for community well-being?

	☐ Express insights of the effects of stereotyping and discrimination on self and others.
	☐ Reflect on self-image as "the way you see yourself as a result of what you believe about your appearance, abilities, and character".
	☐ Discuss the influence of self and others (e.g., family expectations, family values and beliefs, culture, religion) on one's self-image.
	☐ Explore and describe what one can think, say, and do to develop and/or support a positive self-image in both self and others (e.g., recognize and refrain from derogatory comments related to any aspect of one's self-image, challenge stereotypes, bias, and discrimination that are based on appearance and/or self-image).
	☐ Identify and practise strategies for expressing feelings associated with the physical and emotional changes of puberty (e.g., family meeting, writing in a journal).
	☐ Identify misunderstandings and/or misconceptions related to messages in the media that may misinform the public about identities (e.g., portrayal of violence, ethnic, gender, and racial bias).
	☐ Discuss how privilege, lack of privilege, and/or unexamined privilege (e.g., levels of education, wealth, access to resources) distort our views of others, limit our potential, and impact our own and others' identities.
Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.	☐ Review qualities of healthy relationships (e.g., respect, honesty, reliability).
	☐ Determine that abuse is used to gain or maintain power and control over another person(s).
	☐ Investigate the different types of abuse (e.g., physical, sexual, emotional, mental, spiritual, economic).
	Ask questions and seek answers for deeper understanding: ☐ What do the experts believe about violence being inherited or learned? ☐ How is the "cycle of abuse" stopped? ☐ Why is abuse more common in some communities than in others? ☐ How are family/community norms about violence/abuse established and challenged?

	☐ Recognize warning signals of unhealthy/abusive relationships (e.g., name calling, blaming, swearing, acting jealous/possessive, destroying possessions, lying, humiliating).
	☐ Determine that a victim of abuse is never responsible/to blame for violent and abusive behaviours of others.
	☐ Examine and begin to question school and community norms regarding violence and abuse.
	☐ Analyze threats to personal safety at school, home, or in the community, and know sources of support or help.
	☐ Explain how to access local violence and abuse prevention services and supports.
	☐ Discuss possible challenges and solutions to accessing local supports and services.
	☐ Examine the possible short and long-term consequences (i.e., physical, mental, emotional, and spiritual) of violence and/or abuse on self and others.
Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).	☐ Discuss why peers pressure each other.
	Ask questions and seek answers for deeper understanding: ☐ Why is peer pressure often more prevalent during adolescence than during any other time in one's life? ☐ How and why does peer pressure change as one gets older? ☐ Why can peer pressure be so powerful? ☐ How do my thoughts, feelings, and actions influence my peers?
	☐ Examine the different levels of pressure (i.e., internal, indirect, direct).
	☐ Describe indicators of positive and negative peer pressure (e.g., positive - encourage healthy behaviours, negative - encourage unhealthy behaviours).
	☐ Discuss examples of positive and negative peer influence on personal decision making.
	☐ Generate and practise possible strategies to avoid/reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure (e.g., prepare a mental script, listen to your "gut", plan for possible pressure situations, use possible parental controls as an excuse).

Assess the importance of self-regulation and taking responsibility for one's actions.	☐ Identify strategies for being calm and quiet/silent (e.g., deep breath, imagery, relax muscles, self-talk, smudging, reflection).
	☐ Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distractions.
	☐ Recognize and describe varying levels of intensity of personal feelings.
	☐ Reflect on examples when one did and did not "own" personal thoughts, words, and actions (e.g., lied to avoid consequences).
	☐ Demonstrate the skills and confidences to admit "wrongdoing", apologize when wrong, and recognize ways to rectify mistakes or wrongdoing.
	☐ Determine the automatic regulation that is often beyond our awareness (e.g., hungry – we seek food, fear – we prepare to fight or flee).
	☐ Compare scenarios where individuals do/do not self-regulate and the impact on self and others.
	☐ Examine the influences on self-regulation, including that which comes from adults in the environment.
	☐ Determine that all choices/decisions have consequences.
	☐ Analyze the rights that go along with personal responsibilities.

Decision Making

Outcome	Achievement Indicators
Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.	☐ Identify common barriers to adolescent well-being (e.g., peer pressure, time).
	☐ Determine health challenges and opportunities.
	☐ Question why particular health opportunities and challenges exist.
	☐ Recognize why health opportunities may not be embraced.
	☐ Determine that people respond to health challenges and opportunities in various ways.
	☐ Analyze positive and negative consequences of people's responses to health challenges and opportunities.

	☐ Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.
	☐ Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.

Action Planning

Outcome	Achievement Indicators
Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.	☐ Identify the elements of effective action plans, including what will be done (e.g., goal), who will be involved, where it will take place, when it will take place, and why this action is being taken.
	☐ Identify the supports needed to carry out the action plan.
	☐ Carry out, with guidance, the steps identified in the design of the action plan.
	☐ Reflect on if the goal was achieved in order to guide future application.

French

Section	Outcome
Culture 1	❑ Compare elements of Francophone, First Nations and Métis cultures in Canada
Communication Skill 1	❑ Demonstrate understanding of oral French messages in a variety of simple multi-sentence statements, requests, instructions and questions
Communication Skill 2	❑ Exchange a variety of information on familiar topics through oral expression supported by occasional prompting
Communication Skill 3	❑ Demonstrate understanding of the main idea and many isolated details of French expository, procedural or persuasive texts on familiar topics
Communication Skill 4	❑ Produce various types of short texts in French on familiar topics in a structured and modeled fashion
Language Knowledge 1	Demonstrate acquisition of French language concepts related to themes, including: ❑ numbers to 100 ❑ a range of regular –er verbs ❑ some irregular verbs • prepositions ❑ partitive articles ❑ agreements for adjectives ❑ pronouns in place of nouns ❑ affirmative and negative sentence constructions ❑ possessive pronouns ❑ plural form of nouns ❑ imperative tense of common verbs ❑ simple complete sentences and questions ❑ knowledge of key vocabulary words and phrases linked to themes.

General Knowledge 1	☐ Use viewing or listening strategies in guided situations
General Knowledge 2	☐ Use speaking strategies for an oral presentation in guided situations
General Knowledge 3	☐ Use reading strategies for familiar French texts in guided situations
General Knowledge 4	☐ Implement stages of the writing process in semi structured situations