

# Prescribed Learning Outcomes for Grade 5 Required Areas of Study

Term			English Language Arts 5 (2006)
1	2	3	<b>Oral Language (speaking and listening)</b>
			<i>Purposes (Oral Language)</i>
			It is expected that students will:
			<b>Use speaking and listening to interact with others for the purposes of</b>
			• contributing to a class goal
			• sharing and explaining ideas, viewpoints, and opinions (e.g., debating)
			• improving and deepening comprehension
			• solving problems
			• completing tasks
			<b>Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</b>
			• staying on topic in a focussed discussion
			• recounting experiences in a logical order
			• using an effective introduction and conclusion
			• using effective details, evidence, or examples to enhance meaning
			• explaining and supporting a viewpoint
			<b>Listen purposefully to understand ideas and information, by</b>
			• summarizing and synthesizing main ideas and supporting details
			• generating questions
			• visualizing and sharing
			• making inferences and drawing conclusions
			• interpreting the speaker's verbal and nonverbal messages
			• ignoring distractions
			<i>Strategies (Oral Language)</i>
			<b>Select and use strategies when interacting with others, including</b>

			<ul style="list-style-type: none"> <li>• accessing prior knowledge</li> </ul>
			<ul style="list-style-type: none"> <li>• making and sharing connections</li> </ul>
			<ul style="list-style-type: none"> <li>• asking questions for clarification and understanding</li> </ul>
			<ul style="list-style-type: none"> <li>• taking turns as speaker and listener</li> </ul>
			<ul style="list-style-type: none"> <li>• paraphrasing to clarify meaning</li> </ul>
			<b>Select and use strategies when expressing and presenting ideas, information, and feelings, including</b>
			<ul style="list-style-type: none"> <li>• setting a purpose</li> </ul>
			<ul style="list-style-type: none"> <li>• accessing prior knowledge</li> </ul>
			<ul style="list-style-type: none"> <li>• generating ideas</li> </ul>
			<ul style="list-style-type: none"> <li>• making and sharing connections</li> </ul>
			<ul style="list-style-type: none"> <li>• asking questions to clarify and confirm meaning</li> </ul>
			<ul style="list-style-type: none"> <li>• organizing information</li> </ul>
			<ul style="list-style-type: none"> <li>• practising delivery</li> </ul>
			<ul style="list-style-type: none"> <li>• self-monitoring and self-correcting in response to feedback</li> </ul>
			<b>Select and use strategies when listening to make and clarify meaning, including</b>
			<ul style="list-style-type: none"> <li>• accessing prior knowledge</li> </ul>
			<ul style="list-style-type: none"> <li>• making predictions about content before listening</li> </ul>
			<ul style="list-style-type: none"> <li>• focussing on the speaker</li> </ul>
			<ul style="list-style-type: none"> <li>• listening for specifics</li> </ul>
			<ul style="list-style-type: none"> <li>• generating questions</li> </ul>
			<ul style="list-style-type: none"> <li>• recalling, summarizing, and synthesizing</li> </ul>
			<ul style="list-style-type: none"> <li>• drawing inferences and conclusions</li> </ul>
			<ul style="list-style-type: none"> <li>• distinguishing between fact and opinion</li> </ul>
			<ul style="list-style-type: none"> <li>• visualizing</li> </ul>
			<ul style="list-style-type: none"> <li>• monitoring comprehension</li> </ul>
			<b><i>Thinking (Oral Language)</i></b>
			<b>Demonstrate enhanced vocabulary knowledge and usage</b>
			<b>Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</b>
			<b>Use speaking and listening to improve and extend thinking, by</b>

			<ul style="list-style-type: none"> <li>questioning and speculating</li> </ul>
			<ul style="list-style-type: none"> <li>acquiring new ideas</li> </ul>
			<ul style="list-style-type: none"> <li>analysing and evaluating ideas</li> </ul>
			<ul style="list-style-type: none"> <li>developing explanations</li> </ul>
			<ul style="list-style-type: none"> <li>considering alternative viewpoints</li> </ul>
			<ul style="list-style-type: none"> <li>problem solving</li> </ul>
			<b>Reflect on and assess their speaking and listening, by</b>
			<ul style="list-style-type: none"> <li>referring to class-generated criteria</li> </ul>
			<ul style="list-style-type: none"> <li>considering and incorporating peer and adult feedback</li> </ul>
			<ul style="list-style-type: none"> <li>setting goals and creating a plan for improvement</li> </ul>
			<ul style="list-style-type: none"> <li>taking steps toward achieving goals</li> </ul>
			<b><i>Features (Oral Language)</i></b>
			<b>Use the features of oral language to convey and derive meaning, including</b>
			<ul style="list-style-type: none"> <li>text structure</li> </ul>
			<ul style="list-style-type: none"> <li>a variety of sentence lengths, structures, and types</li> </ul>
			<ul style="list-style-type: none"> <li>smooth transitions and connecting words</li> </ul>
			<ul style="list-style-type: none"> <li>syntax (i.e., grammar and usage)</li> </ul>
			<ul style="list-style-type: none"> <li>diction</li> </ul>
			<ul style="list-style-type: none"> <li>nonverbal communication</li> </ul>
			<ul style="list-style-type: none"> <li>receptive listening posture</li> </ul>
			<b>Recognize the structures and patterns of language in oral texts, including</b>
			<ul style="list-style-type: none"> <li>literary devices</li> </ul>
			<ul style="list-style-type: none"> <li>sound devices</li> </ul>
			<ul style="list-style-type: none"> <li>structural sequencing cues</li> </ul>
			<ul style="list-style-type: none"> <li>idiomatic expressions</li> </ul>
			<b>Reading and Viewing</b>
			<b><i>Purposes (Reading and Viewing)</i></b>

			<b>Read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including</b>
			<ul style="list-style-type: none"> <li>• stories from various Aboriginal and other cultures</li> </ul>
			<ul style="list-style-type: none"> <li>• literature from Canada and other countries</li> </ul>
			<ul style="list-style-type: none"> <li>• stories from a variety of genres (e.g., myths, fantasy)</li> </ul>
			<ul style="list-style-type: none"> <li>• poems that make obvious use of literary devices</li> </ul>
			<b>Read fluently and demonstrate comprehension of grade-appropriate information texts, such as</b>
			<ul style="list-style-type: none"> <li>• non-fiction books</li> </ul>
			<ul style="list-style-type: none"> <li>• textbooks and other instructional materials</li> </ul>
			<ul style="list-style-type: none"> <li>• visual or graphic materials</li> </ul>
			<ul style="list-style-type: none"> <li>• reports and articles from magazines</li> </ul>
			<ul style="list-style-type: none"> <li>• newspapers</li> </ul>
			<ul style="list-style-type: none"> <li>• reference material</li> </ul>
			<ul style="list-style-type: none"> <li>• appropriate web sites</li> </ul>
			<ul style="list-style-type: none"> <li>• instructions and procedures</li> </ul>
			<b>Read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension</b>
			<b>View and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)</b>
			<b><i>Strategies (Reading and Viewing)</i></b>
			<b>Select and use strategies before reading and viewing to develop understanding of text, including</b>
			<ul style="list-style-type: none"> <li>• setting a purpose and considering personal goals</li> </ul>
			<ul style="list-style-type: none"> <li>• accessing prior knowledge to make connections</li> </ul>
			<ul style="list-style-type: none"> <li>• making predictions</li> </ul>
			<ul style="list-style-type: none"> <li>• asking questions</li> </ul>
			<ul style="list-style-type: none"> <li>• previewing texts</li> </ul>
			<b>Select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</b>
			<ul style="list-style-type: none"> <li>• predicting</li> </ul>
			<ul style="list-style-type: none"> <li>• making connections</li> </ul>

			<ul style="list-style-type: none"> <li>• visualizing</li> </ul>
			<ul style="list-style-type: none"> <li>• asking and answering questions</li> </ul>
			<ul style="list-style-type: none"> <li>• making inferences and drawing conclusions</li> </ul>
			<ul style="list-style-type: none"> <li>• using 'text features'</li> </ul>
			<ul style="list-style-type: none"> <li>• self-monitoring and self-correcting</li> </ul>
			<ul style="list-style-type: none"> <li>• figuring out unknown words</li> </ul>
			<ul style="list-style-type: none"> <li>• reading selectively</li> </ul>
			<ul style="list-style-type: none"> <li>• determining the importance of ideas/events</li> </ul>
			<ul style="list-style-type: none"> <li>• summarizing and synthesizing</li> </ul>
			<b>Select and use strategies after reading and viewing to confirm and extend meaning, including</b>
			<ul style="list-style-type: none"> <li>• self-monitoring and self-correcting</li> </ul>
			<ul style="list-style-type: none"> <li>• generating and responding to questions</li> </ul>
			<ul style="list-style-type: none"> <li>• making inferences and drawing conclusions</li> </ul>
			<ul style="list-style-type: none"> <li>• reflecting and responding</li> </ul>
			<ul style="list-style-type: none"> <li>• visualizing</li> </ul>
			<ul style="list-style-type: none"> <li>• using 'text features' to locate information</li> </ul>
			<ul style="list-style-type: none"> <li>• using graphic organizers to record information</li> </ul>
			<ul style="list-style-type: none"> <li>• summarizing and synthesizing</li> </ul>
			<b><i>Thinking (Reading and Viewing)</i></b>
			<b>Respond to selections they read or view, by</b>
			<ul style="list-style-type: none"> <li>• expressing an opinion with supporting evidence</li> </ul>
			<ul style="list-style-type: none"> <li>• explaining connections (<i>text-to-self, text-to-text, text-to-world</i>)</li> </ul>
			<ul style="list-style-type: none"> <li>• identifying personally meaningful selections, passages, and images</li> </ul>
			<b>Read and view to improve and extend thinking, by</b>
			<ul style="list-style-type: none"> <li>• developing explanations</li> </ul>
			<ul style="list-style-type: none"> <li>• distinguishing between fact and opinion</li> </ul>
			<ul style="list-style-type: none"> <li>• analysing texts to consider alternatives</li> </ul>

			<ul style="list-style-type: none"> <li>• drawing conclusions</li> </ul>
			<ul style="list-style-type: none"> <li>• comparing various viewpoints</li> </ul>
			<ul style="list-style-type: none"> <li>• summarizing and synthesizing</li> </ul>
			<b>Reflect on and assess their reading and viewing, by</b>
			<ul style="list-style-type: none"> <li>• referring to class-generated criteria</li> </ul>
			<ul style="list-style-type: none"> <li>• setting goals and creating a plan for improvement</li> </ul>
			<ul style="list-style-type: none"> <li>• taking steps toward achieving goals</li> </ul>
			<b><i>Features (Reading and Viewing)</i></b>
			<b>Explain how structures and features of text work to develop meaning, including</b>
			<ul style="list-style-type: none"> <li>• form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)</li> </ul>
			<ul style="list-style-type: none"> <li>• 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes))</li> </ul>
			<ul style="list-style-type: none"> <li>• literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution)</li> </ul>
			<ul style="list-style-type: none"> <li>• non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)</li> </ul>
			<ul style="list-style-type: none"> <li>• literary devices (e.g., imagery, sensory detail, simile, metaphor)</li> </ul>
			<ul style="list-style-type: none"> <li>• idiomatic expressions</li> </ul>
			<b>Writing and Representing</b>
			<b><i>Purposes (Writing and Representing)</i></b>
			<b>Write a variety of clear focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions. featuring</b>
			<ul style="list-style-type: none"> <li>• clearly developed ideas using effective supporting details, explanations, and comparisons</li> </ul>
			<ul style="list-style-type: none"> <li>• sentence fluency through a sentence variety and lengths and patterns, with increasing rhythm and flow</li> </ul>
			<ul style="list-style-type: none"> <li>• effective word choice by using a greater number of new, powerful, and more precise words</li> </ul>
			<ul style="list-style-type: none"> <li>• an emerging and honest voice</li> </ul>
			<ul style="list-style-type: none"> <li>• an organization that is meaningful, logical, and effective, and showcases a central idea or theme</li> </ul>
			<b>Write a variety of clear, focused informational writing for a range of purposes and audiences, featuring</b>

			<ul style="list-style-type: none"> <li>clearly developed ideas by using interesting supporting details and explanations</li> </ul>
			<ul style="list-style-type: none"> <li>sentence fluency through a clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with increasingly fluid style</li> </ul>
			<ul style="list-style-type: none"> <li>effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs.</li> </ul>
			<ul style="list-style-type: none"> <li>a voice demonstrating an appreciation of, interest in, the topic</li> </ul>
			<ul style="list-style-type: none"> <li>an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details</li> </ul>
			<b>Write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring</b>
			<ul style="list-style-type: none"> <li>well-developed ideas through the use of supporting details, especially interesting sensory detail</li> </ul>
			<ul style="list-style-type: none"> <li>sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity</li> </ul>
			<ul style="list-style-type: none"> <li>effective word choice by using engaging figurative and sensory language</li> </ul>
			<ul style="list-style-type: none"> <li>a voice demonstrating some sense of individuality</li> </ul>
			<ul style="list-style-type: none"> <li>an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion</li> </ul>
			<b>Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</b>
			<ul style="list-style-type: none"> <li>development of ideas by making connections to personal feelings, expressions, opinions, and information</li> </ul>
			<ul style="list-style-type: none"> <li>an expressive voice</li> </ul>
			<ul style="list-style-type: none"> <li>an organization in which key ideas are evident</li> </ul>
			<b><i>Strategies (Writing and Representing)</i></b>
			<b>Select and use strategies before writing and representing, including</b>
			<ul style="list-style-type: none"> <li>setting a purpose</li> </ul>
			<ul style="list-style-type: none"> <li>identifying an audience, genre, and form</li> </ul>
			<ul style="list-style-type: none"> <li>analysing examples of successful writing and representing in different forms and genres to identify key criteria</li> </ul>
			<ul style="list-style-type: none"> <li>developing class-generated criteria based on analysis of the form of writing or representing</li> </ul>

			<ul style="list-style-type: none"> <li>generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul>
			<b>Select and use strategies during writing and representing to express and refine thoughts, including</b>
			<ul style="list-style-type: none"> <li>referring to class-generated criteria</li> </ul>
			<ul style="list-style-type: none"> <li>analysing models of literature</li> </ul>
			<ul style="list-style-type: none"> <li>accessing multiple sources of information</li> </ul>
			<ul style="list-style-type: none"> <li>consulting reference material</li> </ul>
			<ul style="list-style-type: none"> <li>considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency</li> </ul>
			<ul style="list-style-type: none"> <li>ongoing revising and editing</li> </ul>
			<b>Select and use strategies after writing and representing to improve their work, including</b>
			<ul style="list-style-type: none"> <li>checking their work against established criteria</li> </ul>
			<ul style="list-style-type: none"> <li>revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)</li> </ul>
			<ul style="list-style-type: none"> <li>editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)</li> </ul>
			<b><i>Thinking (Writing and Representing)</i></b>
			<b>Use writing and representing to express personal responses and relevant opinions about experiences and texts</b>
			<b>Use writing and representing to extend thinking, by</b>
			<ul style="list-style-type: none"> <li>developing explanations</li> </ul>
			<ul style="list-style-type: none"> <li>expressing alternative opinions or perspectives</li> </ul>
			<ul style="list-style-type: none"> <li>exploring new ideas (e.g., expressing an unfamiliar viewpoint)</li> </ul>
			<b>Reflect on and assess their writing and representing, by</b>
			<ul style="list-style-type: none"> <li>referring to class-generated criteria</li> </ul>
			<ul style="list-style-type: none"> <li>setting goals and creating a plan for improvement</li> </ul>
			<ul style="list-style-type: none"> <li>taking steps toward achieving goals</li> </ul>
			<b><i>Features (Writing and Representing)</i></b>
			<b>Use the features and conventions of language to express meaning in their writing and representing, including</b>
			<ul style="list-style-type: none"> <li>complete simple and compound sentences and begin to use complex sentences</li> </ul>
			<ul style="list-style-type: none"> <li>effective paragraphing</li> </ul>

			<ul style="list-style-type: none"><li>• past, present, and future tenses</li></ul>
			<ul style="list-style-type: none"><li>• capitalization in titles, headings, and subheadings</li></ul>
			<ul style="list-style-type: none"><li>• passages of dialogue indicated with quotation marks and paragraphs</li></ul>
			<ul style="list-style-type: none"><li>• appropriate uses of apostrophes</li></ul>
			<ul style="list-style-type: none"><li>• conventional Canadian spelling for familiar and frequently used words</li></ul>
			<ul style="list-style-type: none"><li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)</li></ul>
			<ul style="list-style-type: none"><li>• legible writing with alignment, shape, and slant</li></ul>

Term			<b>Fine Arts 5 (1998)</b>
1	2	3	It is expected that students will:
			<b>DANCE</b>
			<b><i>Elements of Movement</i></b>
			<ul style="list-style-type: none"> <li>• use the elements of movement in combination</li> </ul>
			<ul style="list-style-type: none"> <li>• identify techniques associated with particular dance styles</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate the principles of movement in dance</li> </ul>
			<ul style="list-style-type: none"> <li>• identify ways in which safety, fitness, and health affect movement</li> </ul>
			<ul style="list-style-type: none"> <li>• identify appropriate terminology to describe the elements of movement</li> </ul>
			<b><i>Creation and Composition</i></b>
			<ul style="list-style-type: none"> <li>• interpret and move in response to a variety of sounds, images, feelings, and music</li> </ul>
			<ul style="list-style-type: none"> <li>• create movement sequences based on choreographic forms</li> </ul>
			<ul style="list-style-type: none"> <li>• apply the creative process to revise dance compositions</li> </ul>
			<b><i>Presentation and Performance</i></b>
			<ul style="list-style-type: none"> <li>• rehearse dance for presentation</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate performance skills and audience etiquette appropriate to a given performance situation</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate a sense of feeling and mood in movement</li> </ul>
			<ul style="list-style-type: none"> <li>• apply established criteria to analyse their own and others' work</li> </ul>
			<b><i>Dance and Society</i></b>
			<ul style="list-style-type: none"> <li>• identify distinguishing features of dances from a variety of historical and cultural contexts</li> </ul>
			<ul style="list-style-type: none"> <li>• identify a variety of purposes for dance</li> </ul>
			<ul style="list-style-type: none"> <li>• distinguish the roles portrayed by dancers</li> </ul>
			<ul style="list-style-type: none"> <li>• describe personal opportunities for dance in the local community</li> </ul>
			<b>DRAMA</b>
			<b><i>Exploration and Imagination</i></b>
			<ul style="list-style-type: none"> <li>• express ideas and emotions using verbal and non-verbal communication</li> </ul>
			<ul style="list-style-type: none"> <li>• accept constructive feedback and incorporate it into a dramatic work</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate the ability to reflect on a dramatic work</li> </ul>

			<ul style="list-style-type: none"> <li>demonstrate individual responsibility within the group when developing dramatic work</li> </ul>
			<b><i>Drama Skills</i></b>
			<ul style="list-style-type: none"> <li>use a variety of vocal elements and movement to communicate meaning</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate the ability to maintain focus within a drama structure</li> </ul>
			<ul style="list-style-type: none"> <li>interact in role</li> </ul>
			<ul style="list-style-type: none"> <li>differentiate between stereotypes and authentic characters when developing roles</li> </ul>
			<ul style="list-style-type: none"> <li>use drama structures to develop stories that present problems and their possible solutions</li> </ul>
			<ul style="list-style-type: none"> <li>describe the effects of design elements</li> </ul>
			<b><i>Context</i></b>
			<ul style="list-style-type: none"> <li>use images and emotions within cultural and historical contexts to develop dramatic work</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate how drama affects beliefs and attitudes</li> </ul>
			<ul style="list-style-type: none"> <li>apply audience skills appropriate to a variety of presentations</li> </ul>
			<b>MUSIC</b>
			<b><i>Structure (Elements of Rhythm)</i></b>
			<ul style="list-style-type: none"> <li>maintain a steady beat within common metres</li> </ul>
			<ul style="list-style-type: none"> <li>identify beat, metre, and rhythmic patterns in classroom repertoire</li> </ul>
			<ul style="list-style-type: none"> <li>perform rhythmic patterns using vocal or instrumental skills</li> </ul>
			<ul style="list-style-type: none"> <li>compare the form and principles of design in rhythmic structure</li> </ul>
			<ul style="list-style-type: none"> <li>notate rhythmic patterns from classroom repertoire</li> </ul>
			<b><i>Structure (Elements of Melody)</i></b>
			<ul style="list-style-type: none"> <li>use singing or instrumental skills to maintain a melodic or harmonic part in simple textures</li> </ul>
			<ul style="list-style-type: none"> <li>compare the form and principles of design in melodic structure</li> </ul>
			<ul style="list-style-type: none"> <li>use standard and invented notation to represent melodic patterns</li> </ul>
			<ul style="list-style-type: none"> <li>identify appropriate terminology to describe melody and harmony</li> </ul>
			<b><i>Thoughts, Images, and Feelings</i></b>
			<ul style="list-style-type: none"> <li>apply the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire</li> </ul>

			<ul style="list-style-type: none"> <li>make individual music choices based on the thoughts, images, and feelings that the music expresses</li> </ul>
<b><i>Context (Self and Community)</i></b>			
			<ul style="list-style-type: none"> <li>apply skills and attitudes appropriate to a variety of roles, demonstrating: audience and performance etiquette, performance skills, respect for the contributions of others</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate responsibility to themselves and the group while experiencing music</li> </ul>
			<ul style="list-style-type: none"> <li>use established criteria to analyse the work of self and others</li> </ul>
			<ul style="list-style-type: none"> <li>describe personal opportunities for music in the local community</li> </ul>
<b><i>Context (Historical and Cultural)</i></b>			
			<ul style="list-style-type: none"> <li>identify distinguishing features of music from a range of historical and cultural contexts</li> </ul>
			<ul style="list-style-type: none"> <li>compare a variety of purposes for creating music</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate respect for music from various historical and cultural contexts</li> </ul>
<b>VISUAL ARTS</b>			
<b><i>Image-Development and Design Strategies</i></b>			
<b><i>(Perceiving/Responding)</i></b>			
			<ul style="list-style-type: none"> <li>describe various image-development and design strategies</li> </ul>
			<ul style="list-style-type: none"> <li>compare the relationship between form and purpose in a variety of images</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an awareness of the ethical considerations involved in copying images</li> </ul>
<b><i>(Creating/Communicating)</i></b>			
			<ul style="list-style-type: none"> <li>draft ideas for images using feelings, observation, memory, and imagination</li> </ul>
			<ul style="list-style-type: none"> <li>make 2-D and 3-D images: using a variety of design strategies, including selection in various styles, to communicate ideas that engage more than one of the senses</li> </ul>
<b><i>Context</i></b>			
<b><i>(Perceiving/Responding)</i></b>			
			<ul style="list-style-type: none"> <li>identify aspects of selected images that indicate the social, historical, or cultural context in which they were created</li> </ul>
			<ul style="list-style-type: none"> <li>compare the distinctive styles of artists from various cultures and historical periods</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts</li> </ul>
			<ul style="list-style-type: none"> <li>defend their preferences for selected works of art</li> </ul>

			<ul style="list-style-type: none"> <li>describe individual opportunities for visual arts in the local community</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate respect for the work of self and others</li> </ul>
			<b><i>(Creating/Communicating)</i></b>
			<ul style="list-style-type: none"> <li>create images:-that express personal identity, that reflect aspects of art from a variety of historical and cultural contexts</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate the ability to collaborate to develop a group display for the school or community</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate a willingness to select images from their collections for presentation</li> </ul>
			<b><i>Visual Elements and Principles of Art and Design</i></b>
			<b><i>(Perceiving/Responding)</i></b>
			<ul style="list-style-type: none"> <li>differentiate between elements (including value and tone) and principles (including movement and balance) observed in images and in natural and human-built environments</li> </ul>
			<ul style="list-style-type: none"> <li>compare a variety of works that emphasize particular elements and principles</li> </ul>
			<ul style="list-style-type: none"> <li>analyse the use of elements and principles in their work</li> </ul>
			<b><i>(Creating/Communicating)</i></b>
			<ul style="list-style-type: none"> <li>create images: by applying the principles of art and design in various combinations, using the elements and principles to produce a variety of effects</li> </ul>
			<b><i>Materials, Technologies, and Processes</i></b>
			<b><i>(Perceiving/Responding)</i></b>
			<ul style="list-style-type: none"> <li>analyse the use of materials, tools, equipment, and processes in a variety of artworks</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes</li> </ul>
			<ul style="list-style-type: none"> <li>use appropriate vocabulary to describe materials, tools, equipment, and processes</li> </ul>
			<b><i>(Creating/Communicating)</i></b>
			<ul style="list-style-type: none"> <li>select materials, tools, equipment, and processes to make images</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate a willingness to explore a range of materials, tools, equipment, and processes</li> </ul>
			<ul style="list-style-type: none"> <li>use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner</li> </ul>

Term			<b>Health and Career Education (2006)</b>
1	2	3	It is expected that students will:
			<b><i>Goals and Decisions</i></b>
			<ul style="list-style-type: none"> <li>describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)</li> </ul>
			<b><i>Career Development</i></b>
			<ul style="list-style-type: none"> <li>identify types of work that interest them</li> </ul>
			<ul style="list-style-type: none"> <li>relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)</li> </ul>
			<b><i>Health: Healthy Living</i></b>
			<ul style="list-style-type: none"> <li>identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)</li> </ul>
			<ul style="list-style-type: none"> <li>describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health</li> </ul>
			<ul style="list-style-type: none"> <li>describe the physical, emotional, and social changes associated with puberty</li> </ul>
			<ul style="list-style-type: none"> <li>describe practices that help to prevent communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition) non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)</li> </ul>
			<b><i>Health: Healthy Relationships</i></b>
			<ul style="list-style-type: none"> <li>assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends</li> </ul>
			<ul style="list-style-type: none"> <li>analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)</li> </ul>
			<b><i>Health: Safety and Injury Prevention</i></b>
			<ul style="list-style-type: none"> <li>describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practicing safe Internet use, recognizing tricks and lures used by predators)</li> </ul>
			<ul style="list-style-type: none"> <li>describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)</li> </ul>
			<b><i>Health: Substance Misuse Prevention</i></b>
			<ul style="list-style-type: none"> <li>analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)</li> </ul>

## Key to symbols used in Mathematics section

**C=Communication**   **ME=Mental Mathematics and Estimation**   **PS=Problem Solving**  
**T=Technology**   **CN=Connections**   **R=Reasoning**   **V=Visualization**

Term			<b>Mathematics 5 (2006)</b>
1	2	3	It is expected that students will
			<b><i>Number</i></b>
			<ul style="list-style-type: none"> <li>represent and describe whole numbers to 1 000 000 [C, CN, V, T]</li> </ul>
			<ul style="list-style-type: none"> <li>use estimation strategies including front-end rounding, compensation, and compatible numbers in problem-solving contexts [C, CN, ME, PS, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s facts, and using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts [C, CN, ME, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>apply mental mathematics strategies for multiplication, such as annexing then adding zero, halving and doubling, and using the distributive property [C, ME, R]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems [C, CN, PS, V]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems [C, CN, PS]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions, and compare fractions with like and unlike denominators [C, CN, PS, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically [C, CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>relate decimals to fractions (to thousandths) [CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>compare and order decimals (to thousandths) by using benchmarks, place value, and equivalent decimals [CN, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) [C, CN, PS, R, V]</li> </ul>
			<b><i>Patterns and Relations</i></b>
			<b><i>Patterns</i></b>
			<ul style="list-style-type: none"> <li>determine the pattern rule to make predictions about subsequent elements [C, CN, PS, R, V]</li> </ul>
			<b><i>Variables and Equations</i></b>

			<ul style="list-style-type: none"> <li>• solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions [C, CN, PS,</li> </ul>
			<b><i>Shape and Space</i></b>
			<b><i>Measurement.</i></b>
			<ul style="list-style-type: none"> <li>• design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions [C, CN, PS, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate an understanding of measuring length (mm) by selecting and justifying referents for the unit mm, modelling and describing the relationship between mm and cm units, and between mm and m units[C, CN, ME, PS, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate an understanding of volume by selecting and justifying referents for cm<sup>3</sup> or m<sup>3</sup> units, estimating volume by using referents for cm<sup>3</sup> or m<sup>3</sup>, measuring and recording volume (cm<sup>3</sup> or m<sup>3</sup>), and constructing rectangular prisms for a given volume [C, CN, ME, PS, R, V]</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate an understanding of capacity by 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, and measuring and recording capacity (mL or L) [C, CN, ME, PS, R, V]</li> </ul>
			<b><i>3-D Objects and 2-D Shapes</i></b>
			<ul style="list-style-type: none"> <li>• describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are parallel intersecting, perpendicular, vertical, and horizontal [C, CN, R, T, V]</li> </ul>
			<ul style="list-style-type: none"> <li>• identify and sort quadrilaterals, including rectangles squares, trapezoids, parallelograms, and rhombuses according to their attributes [C, R, V]</li> </ul>
			<b><i>Transformations</i></b>
			<ul style="list-style-type: none"> <li>• perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image [C, CN, T, V]</li> </ul>
			<ul style="list-style-type: none"> <li>• identify a single transformation, including a translation, rotation, and reflection of 2-D shapes [C, T, V]</li> </ul>
			<b><i>Statistics and Probability</i></b>
			<b><i>Data Analysis</i></b>
			<ul style="list-style-type: none"> <li>• differentiate between first-hand and second-hand data [C, R, T, V]</li> </ul>
			<ul style="list-style-type: none"> <li>• construct and interpret double bar graphs to draw conclusions [C, PS, R, T, V]</li> </ul>
			<b><i>Chance and Uncertainty</i></b>
			<ul style="list-style-type: none"> <li>• describe the likelihood of a single outcome occurring using words such as impossible, possible, and certain [C, CN, PS, R]</li> </ul>
			<ul style="list-style-type: none"> <li>• compare the likelihood of two possible outcomes occurring using words such as less likely, equally likely, and more likely [C, CN, PS, R]</li> </ul>

Term			<b>Physical Education 5 (2006)</b>
1	2	3	It is expected that students will:
			<b><i>Active Living</i></b>
			<i>Knowledge</i>
			<ul style="list-style-type: none"> <li>describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)</li> </ul>
			<ul style="list-style-type: none"> <li>define the components of fitness as being muscular strength and endurance, cardiovascular, endurance, and flexibility</li> </ul>
			<ul style="list-style-type: none"> <li>analyse the relationship between nutrition and physical activity</li> </ul>
			<ul style="list-style-type: none"> <li>set a personal goal for physical activity</li> </ul>
			<i>Participation</i>
			<ul style="list-style-type: none"> <li>participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility</li> </ul>
			<b><i>Movement Skills</i></b>
			<ul style="list-style-type: none"> <li>demonstrate preparation (ready position), movement, and follow-through phases of a selected activity</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels</li> </ul>
			<ul style="list-style-type: none"> <li>create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills</li> </ul>
			<b><i>Safety, Fair Play, and Leadership</i></b>
			<ul style="list-style-type: none"> <li>demonstrate safe use of equipment and facilities to avoid putting self and others at risk</li> </ul>
			<ul style="list-style-type: none"> <li>describe the importance of warm-up and cool-down routines for specific activities (e.g., safety, efficiency, focus)</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate fair play in physical activity</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate leadership in physical activity</li> </ul>

Term			<b>Science 5 (2005)</b>
1	2	3	It is expected that students will:
			<b><i>Processes and Skills of Science</i></b>
			<ul style="list-style-type: none"> <li>identify variables that can be changed in an experiment</li> </ul>
			<ul style="list-style-type: none"> <li>evaluate the fairness of a given experiment</li> </ul>
			<ul style="list-style-type: none"> <li>describe the steps in designing an experiment</li> </ul>
			<b><i>Life Science: Human Body</i></b>
			<ul style="list-style-type: none"> <li>describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems</li> </ul>
			<ul style="list-style-type: none"> <li>explain how the different body systems are interconnected</li> </ul>
			<b><i>Physical Science: Forces and Simple Machines</i></b>
			<ul style="list-style-type: none"> <li>demonstrate how various forces can affect the movement of objects</li> </ul>
			<ul style="list-style-type: none"> <li>demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw, and wheel</li> </ul>
			<ul style="list-style-type: none"> <li>design a compound machine</li> </ul>
			<ul style="list-style-type: none"> <li>describe applications of simple and compound machines used in daily life in BC communities</li> </ul>
			<b><i>Earth and Space Science: Renewable and Non-Renewable Resources</i></b>
			<ul style="list-style-type: none"> <li>analyse how BC's living and non-living resources are used</li> </ul>
			<ul style="list-style-type: none"> <li>identify methods of extracting or harvesting and processing BC's resources</li> </ul>
			<ul style="list-style-type: none"> <li>analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources</li> </ul>
			<ul style="list-style-type: none"> <li>describe potential environmental impacts of using BC's living and non-living resources</li> </ul>

Choices for a **Second Language** are:

American Sign Language  
 Core French  
 German  
 Italian  
 Japanese  
 Mandarin  
 Punjabi  
 Spanish

Click on, or copy and paste the following website into your browser's address bar, to see the learning outcomes for languages other than Core French 7 or Spanish 7 (which are included in this document).

[http://www.bced.gov.bc.ca/irp/irp\\_lang.htm](http://www.bced.gov.bc.ca/irp/irp_lang.htm)

Term			<b>Core French 5 (1997)</b>
1	2	3	It is expected that students will:
			<b><i>Communicating</i></b>
			• ask and respond to simple questions
			• identify greetings and expressions of politeness
			• communicate likes, dislikes, wants, and needs
			• respond to classroom instructions
			<b><i>Acquiring Information</i></b>
			• identify specific information from French-language resources to complete authentic tasks
			• express acquired information in oral and visual forms
			<b><i>Experiencing Creative Works</i></b>
			• respond to creative works from the Francophone world
			<b><i>Understanding Cultural Influences</i></b>
			• identify elements of their own cultural backgrounds
			• identify elements of Francophone culture in Canada
Term			<b>Spanish 5 (2005)</b>
1	2	3	It is expected that students will:
			<b><i>Communicating</i></b>
			• ask and respond to simple questions
			• present information about themselves

			<ul style="list-style-type: none"> <li>• recognize and use simple greetings and expressions of politeness</li> </ul>
			<ul style="list-style-type: none"> <li>• communicate likes, dislikes, needs, and wants</li> </ul>
			<ul style="list-style-type: none"> <li>• respond to classroom instructions</li> </ul>
			<b><i>Acquiring Information</i></b>
			<ul style="list-style-type: none"> <li>• identify selected information from Spanish-language resources to complete meaningful tasks</li> </ul>
			<ul style="list-style-type: none"> <li>• express acquired information in oral and visual forms</li> </ul>
			<b><i>Experiencing Creative Works</i></b>
			<ul style="list-style-type: none"> <li>• respond to creative works from the Hispanic world</li> </ul>
			<b><i>Understanding Cultural Influences</i></b>
			<ul style="list-style-type: none"> <li>• identify countries in the world where Spanish is spoken</li> </ul>
			<ul style="list-style-type: none"> <li>• demonstrate an awareness of Hispanic culture in British Columbia</li> </ul>

Term			<b>Social Studies 5 (2006)</b>
1	2	3	It is expected that students will:
<b><i>Skills and Processes of Social Studies</i></b>			
			<ul style="list-style-type: none"> <li>apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues</li> </ul>
			<ul style="list-style-type: none"> <li>use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada</li> </ul>
			<ul style="list-style-type: none"> <li>gather a body of information from a variety of primary and secondary sources</li> </ul>
			<ul style="list-style-type: none"> <li>create a presentation on a selected topic</li> </ul>
			<ul style="list-style-type: none"> <li>defend a position on a contemporary or historical issue</li> </ul>
			<ul style="list-style-type: none"> <li>implement a plan of action to address a selected school, community, or national problem or issue</li> </ul>
<b><i>Identity, Society, and Culture</i></b>			
			<ul style="list-style-type: none"> <li>describe the significance of key events and factors in the development of BC and Canada, including the fur trade, the railroad, and the Fraser/Cariboo gold rush</li> </ul>
			<ul style="list-style-type: none"> <li>assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada</li> </ul>
			<ul style="list-style-type: none"> <li>describe the contributions of significant individuals to the development of Canada's identity</li> </ul>
<b><i>Governance</i></b>			
			<ul style="list-style-type: none"> <li>demonstrate knowledge of how Confederation formed Canada as a nation</li> </ul>
			<ul style="list-style-type: none"> <li>describe levels, responsibilities, and the election of government in Canada</li> </ul>
			<ul style="list-style-type: none"> <li>identify the distinct governance structures of First Nations in Canada</li> </ul>
<b><i>Economy and Technology</i></b>			
			<ul style="list-style-type: none"> <li>analyse the relationship between the economic development of communities and their available resources</li> </ul>
			<ul style="list-style-type: none"> <li>analyse the development of transportation systems in BC and Canada</li> </ul>
<b><i>Human and Physical Environment</i></b>			
			<ul style="list-style-type: none"> <li>describe the major physical regions of Canada</li> </ul>
			<ul style="list-style-type: none"> <li>describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals and energy resources</li> </ul>
			<ul style="list-style-type: none"> <li>explain why sustainability is important</li> </ul>
			<ul style="list-style-type: none"> <li>analyse environmental effects of settlement in early BC and Canada</li> </ul>