**English Language Arts 5**

**General Curriculum Outcomes**

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.

2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

6. Students will be expected to respond personally to a range of texts.

7. Students will be expected to respond critically to a range of texts, applying their knowledge of

language, form, and genre.

8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

10. Students will be expected to use a range of strategies to develop effective writing and media

products to enhance their clarity, precision, and effectiveness.

**Specific Curriculum Outcomes**

Students will be expected to

1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers

1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts

1.3 explain and support personal ideas and opinions

1.4 listen critically to others’ ideas and opinions and points of view

2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners

2.2 use word choice and expression appropriate to the speaking occasion

2.3 give and follow precise instructions and respond to questions and directions

2.4 engage in, respond to, and evaluate oral presentations

3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation

3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

3.3 consider purpose and the needs and expectations of their audience

4.1 select, independently, texts appropriate to their interests and learning needs

4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors

4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings

and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information

4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context

4.5 describe and discuss their own processes and strategies in reading and viewing

5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts

 respond to personal, group, and instructional needs for information through accessing a

variety of texts

 demonstrate understanding of how classification systems and basic reference materials are

used to facilitate research

 use a range of reference texts and a database or an electronic search to aid in the selection of

texts

 increase their abilities to access information in response to their own and others’ questions

6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects

6.2 support their opinions about texts and features of types of texts

7.1 use their background knowledge to question and analyze information presented in print and visual texts

7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view

7.3 respond critically to texts by

 applying strategies to analyze a text

 demonstrating growing awareness that all texts reflect a purpose and a point of view

 identifying instances where language is being used to manipulate, persuade, or control them

 identifying instances of opinion, prejudice, bias, and stereotyping

8.1 use

 frame questions and answers to those questions

 generate topics of personal interest and importance

 record, develop, and reflect on ideas, attitudes, and opinions

 compare their own thoughts and beliefs to those of others

 describe feelings, reactions, values, and attitudes

 record and reflect on experiences and their responses to them

 formulate and monitor goals for learning

 practise and extend strategies for monitoring learning

8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)

8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

a range of strategies in writing and other ways of representing to

9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms

 use specific features, structures, and patterns of various text forms to create written and

media texts

9.2 address the demands of a variety of purposes and audiences

 make choices of form, style, and content for specific audiences and purposes 9.3 invite responses to early drafts of their writing/media productions

 use audience reaction to help shape subsequent drafts

 reflect on their final drafts from a reader’s/viewer’s/listener’s point of view

10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies

10.2 demonstrate an increasing understanding of the conventions of written language in final products

 use basic spelling rules and show an understanding of irregularities

 use appropriate syntax in final products

 use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers,

checklists, thesauri, other writers)

10.3 use technology with increasing proficiency to create, revise, edit, and publish texts

10.4 demonstratecommitmenttoshapingandreshapingpiecesofwritingandotherrepresentations

through stages of development and refinement

10.5 select, organize, and combine relevant information, from three or more sources to construct and

communicate meaning

**Français de base 5e année**

Veuillez noter que tous les résultats d’apprentissage spécifiques introduits en 4e année sont développés en 5e et 6e années. Quelques nouveaux résultats sont introduits en 5e année.

**RAG 1 Communication :** L’élève devrait être capable de communiquer en français, de façon efficace et devrait être capable d’interagir de façon appropriée dans une variété de situations reliées à ses besoins

et à ses

intérêts.

suivre et donner des directives

se présenter, saluer

demander, donner des renseignements

exprimer et justifier ses désirs et ses préférences

identifier et décrire des objets, des animaux, des gens, des événements et des endroits qui font partie de son environnement

participer à des conversations, des jeux, des remue-méninges, des sondages, des saynètes inviter

raconter un événement

faire un reportage

reconnaître des caractéristiques des différents types de textes écrits : *expressifs, informatifs, incitatifs, poétiques, ludiques*

lire pour trouver de l’information spécifique des journaux, des revues, des messages, des règles, des consignes, des livrets, des petites histoires, des chansons, des bandes dessinées, des ressources électroniques

inférer le déroulement, la conclusion d’une histoire

réagir à l’aide de chants, de mimes, de dessins, d’art dramatique

composer des cartes de souhaits, des lettres, des descriptions simples, des reportages, des listes, des slogans, des légendes pour des illustrations et des cartes, des comptines, des chansons et des chants, des bandes dessinées, des mots croisés, des affiches, du courrier électronique

réviser et corriger son texte selon une liste de vérification/un modèle

**RAG 2 Culture :** L’élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l’identité dans le contexte multiculturel du Canada.

5.2.1 reconnaître et décrire à l’oral et à l’écrit le fait acadien sur le plan local et provincial : *par exemple, les noms de la famille, des rues, des restaurants, des écoles et des lieux*

5.2.2 reconnaître le fait francophone dans les autres provinces : *les communautés*

5.2.3 reconnaître et décrire à l’oral et à l’écrit certains aspects de la culture acadienne et des

francophones dans les autres provinces, par exemple, *la nourriture, les fêtes*

5.2.4 comparer sa culture et celles des acadiens

5.2.5 comparer certains aspects de la culture acadienne et d’autres cultures

5.2.6 écouter de la musique francophone populaire auprès des jeunes

5.2.7 nommer quelques musiciens acadiens et québécois, des athlètes, des politiciens, etc.

5.2.8 regarder/écouter les médias en français, y incluant l’Internet

5.2.9 lire des publicités concernant les activités culturelles par exemple, *les dépliants, les affiches, les*

*journaux, les revues*

5.2.10 identifier quelques personnes célèbres représentant la mosaïque canadienne

5.2.11 chanter « Ô Canada »

5.2.12 chanter des chansons folkloriques traditionnelles

5.2.13 utiliser des comptines, des rimes associés aux jeux

5.2.14 se rendre compte que les étiquettes sont écrites dans les deux langues officielles

5.2.15 reconnaître que la publicité canadienne est dans les deux langues officielles

**RAG 3 Formation langagière générale :** L’élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

5.3.1 anticiper le sens d’un texte oral ou écrit

5.3.2 créer des liens entre un texte oral ou écrit et ses connaissances antérieures

5.3.3 utiliser des images, des représentations graphiques, des objets, des gestes et des actions pour communiquer

5.3.4 repérer des mots clés dans un texte

5.3.5 demander de répéter et/ou de ralentir

5.3.6 demander des précisions, des explications

5.3.7 reconnaître les mots apparentés

5.3.8 reconnaître les mots amis

5.3.9 deviner selon le contexte

5.3.10 prendre des risques et accepter l’erreur

5.3.11 pratiquer

5.3.12 écouter attentivement et sélectivement

5.3.13 démontrer une tolérance pour l’ambiguïté

5.3.14 se servir des modèles de production

5.3.15 se servir d’une variété de ressources et de technologies

5.3.16 faire un retour réflexif sur son apprentissage

5.3.17 interagir et coopérer avec ses pairs : par exemple, *prendre son tour, accepter des suggestions apportées par les autres, partager l’information et l’équipement*

5.3.18 suivre des étapes d’un processus de rédaction

**RAG 4 Langue :** L’élève devrait être capable de reconnaître et d’utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

5.4.1 se présenter, saluer en se servant des phrases simples au présent

5.4.2 demander, donner des renseignements en se servant des phrases simples au présent; des

interrogatives, des adjectifs

5.4.3 demander, donner des renseignements en se servant des phrases simples au futur proche et au passé composé (1re personne singulier)

5.4.4 suivre et donner des directives en se servant de l’impératif, de l’infinitif

5.4.5 raconter un événement ou faire un reportage en se servant du présent, du passé composé, de la négation et des mots connecteurs comme *et, mais, ou, puis, parce que*

5.4.6 inférer le déroulement, la conclusion d’une histoire en se servant des temps des verbes et des mots connecteurs

5.4.7 composer des textes différents en se servant des phrases simples au présent; l’impératif; la

négation, l’interrogation

5.4.8 composer des textes différents en se servant des phrases simples au futur proche, au passé composé (1re personne singulier); des mots connecteurs

5.4.9 réviser et corriger son texte en se servant des connaissances du vocabulaire, des expressions, de l’accord du genre, du nombre et des formes des verbes et des adjectifs

Veuillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base*

**Health Education 5**

**General Curriculum Outcomes**

Students will be expected to

A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world

B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context

C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

**Specific Curriculum Outcomes**

Students will be expected to

Healthy Self

1.1 demonstrate an understanding that sexual orientation is a part of our personality and explore the harmful effects of homophobia

1.2 describe the male and female reproductive systems, explaining the process of reproduction and how the reproduction system matures through the process of puberty

1.3 practise skills for managing stress in their lives

1.4 recognize when sadness or worry becomes life affecting and practise how to express a mental health concern for themselves or others

1.5 demonstrate an understanding of the basic nutrients found in food and the function they serve within the body

1.6 assess total minutes of short and long periods of moderate and vigorous activity for an average day of the week or weekend

1.7 demonstrate an understanding of the impact caffeine has on the body, health, and performance

Healthy Relationships

2.1 demonstrate an awareness of, and ways to prevent common chronic and communicable diseases, including HIV, Hepatitis B and C, and the potential impact of disease on the lives of themselves and their families

2.2 examine relationships in their lives that promote positive health outcomes and those that interfere with learning, relationship building/friendship, or quality of life at home

2.3 recognize forms of relational aggression and demonstrate prosocial behaviour to counter relational aggression

2.4 describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviours

Healthy Community

3.1 assess sources of information via the Internet for safety and reliability, and practise ways to enhance safe use of the Internet

3.2 demonstrate knowledge of the prevalence of mental health disorders among children and youth and describe certain circumstances that may increase the risk of some mental health disorders, as well as protective factors that enhance mental health

3.3 analyze gendered media messages and how they may impact body image, create expectations about gender roles, and affect how we express our gender

**Information and Communication Technology 5**

**Digital Citizenship (DC)**

*Students act ethically and with critical understanding while using information and communication technology in the context of local and global communities.*

**DC1:** Students will be expected to understand and demonstrate behaviours that ensure their own and others’ health, safety, and privacy.

**DC2:** Students will be expected to follow best practices of active digital citizenship as they participate in and contribute to local, national, and global communities.

DC2.1.5: Students will be expected to use information and communication technology to address opportunities for the development of active local and global citizenship embedded within the grade 5 curriculum.

DC2.2.5: Students will be expected to demonstrate, with some teacher assistance, ethical and responsible online digital citizenship by

presenting information accurately

respecting personal privacy and safety

choosing appropriate language for the intended audience and purpose

**DC3:** Students will be expected to respond personally and with developing critical awareness to a range

of print, media, and electronic resources.

DC3.1.5: Students will be expected to respond personally and independently, with developing critical awareness, to a range of print, media, and electronic resources selected for use at this grade level.

**DC4:** Students will be expected to consider the social and ethical issues involved in the use and digital distribution of information and the effects on individuals, communities, and cultures.

DC4.1.5: Students will be expected to interpret and apply, with some teacher assistance, practices that comply with copyright guidelines to

interpret copyright information for resources to determine whether permission to copy, reuse, and

change works is required

request and document receipt of required copyright permissions for intellectual property

cite intellectual property accurately using a recommended citation development engine

**Productivity (P)**

*Students will use digital tools to construct knowledge, present learning, and develop innovative products and processes.*

**P1:** Students will be expected to use digital tools to plan, create, and publish their work, both individually and collaboratively.

P1.1.5: Students will be expected to use grade-appropriate digital tools to plan, organize, and represent their learning for various purposes and audiences, both individually and collaboratively.

**P2:** Students will be expected to use digital tools to develop ideas and original works in innovative ways. P2.1.5: Students will be expected to use digital tools to build on existing knowledge, extend their understanding, and create new ideas, innovative products, or processes.

**Communication (COM)**

*Through the use of ICT tools and environments, students create, consider, and communicate their ideas for various purposes and audiences.*

**C1:** Students will be expected to understand and use respectful and clear communication conventions to interact, collaborate, create, and learn with others for various purposes and audiences.

C1.1.5: Students will be expected to follow, with some teacher assistance, conventions and models of respectful, clear communication to interact, collaborate, create, and learn with others.

C1.2.5: Students will be expected to communicate, with some teacher assistance, information and ideas effectively to multiple audiences using a variety of media and formats.

**Research, Innovation, Problem Solving, and Decision Making (RIPSD)**

*Students will be expected to use critical-thinking skills with appropriate digital tools and resources to plan and conduct research, manage products, solve problems, and make informed decisions.*

**RIPSD1:** Students will be expected to locate and select relevant information using the appropriate organizational features and search strategies applicable to various media.

RIPSD1.1.5: Students will be expected to use and navigate, with some assistance, organizational and text structure features of traditional and digital media for grade 5 to locate specific information to meet their learning needs and interests.

RIPSD1.2.5: Students will be expected to locate and select, with some teacher assistance, learning resources in a range of media for grade 5 curriculum use by

generating and selecting search criteria

using advanced features of search engines

178 LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6

INFORMATION AND COMMUNICATION TECHNOLOGY GRADE 5

assessing search results for relevance, reliability, and validity

**RIPSD2:** Students will be expected to use measuring devices accurately, record data to create electronic

charts, and analyze their data to make predictions, define relationships, and support decision making.

RIPSD2.1.5: Students will be expected to use curriculum-specific data collection strategies, probeware, and data collection/recording tools for grade 5 inquiry-based learning.

**Technology Operations and Concepts (TOC)**

*Students demonstrate an understanding of technology concepts, systems, and operations.*

**TOC1:** Students will be expected to

safely use many forms of current technology for learning with growing competence

demonstrate conceptual understanding of how information and communication technology, digital

tools, and authorized networks support their learning

use terminology related to information and communication technology

TOC1.1.5: Students will be expected to use, with growing independence, the terminology, features, and functionality of information and communication technology, grade-appropriate digital tools, and authorized educational networks to achieve grade-level curriculum learning outcomes.

**Mathematics 5**

**General Curriculum Outcomes**

Students will be expected to

demonstrate number sense

use patterns to describe the world and solve problems

represent algebraic expressions in multiple ways

use direct and indirect measure to solve problems

describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among

them

describe and analyze position and motion of objects and shapes

collect, display, and analyze data to solve problems

use experimental or theoretical probabilities to represent and solve problems involving uncertainty

**Specific Curriculum Outcomes**

Performance indicators are statements that identify specific expectations of the depth, breadth, and expectations for the outcome. Teachers use these statements to determine whether students have achieved the corresponding specific curriculum outcome.

**Process Standards Key**

Number

**Outcome N01:** Students will be expected to represent, partition, and compare whole numbers to 1 000 000. [C, CN, V, T]

**Performance Indicators:**

N01.01 read a given numeral without using the word “and”

N01.02 record numerals for numbers expressed orally, concretely, pictorially, or symbolically as

expressions, using proper spacing without commas

N01.03 describe the pattern of adjacent place positions moving from right to left

N01.04 explain the meaning of each digit in a given numeral

N01.05 provide examples of large numbers used in print or electronic media

N01.06 express a given numeral in expanded notation

N01.07 write the numeral represented by a given expanded notation

N01.08 compare and order numbers to 1 000 000 in a variety of ways

N01.09 represent a given numeral, 0 to 1 000 000, using a place-value chart

N01.10 represent a given number, 0 to 1 000 000, in a variety of ways, and explain how they are

equivalent

N01.11 represent a given number, 0 to 1 000 000, using expressions

N01.12 read and write given numerals, 0 to 1 000 000, in words

**Outcome N02:** Students will be expected to use estimation strategies, including front-end, front-end adjusted, rounding, and compatible numbers, in problem-solving contexts. [C, CN, ME, PS, R, V]

**Performance Indicators:**

N02.01 provide a context for when estimation is used to make predictions, check the reasonableness of an answer, and determine approximate answers

N02.02 describe contexts in which overestimating is important

N02.03 determine the approximate solution to a given problem not requiring an exact answer

N02.04 estimate a sum, a difference, a product, or a quotient using an appropriate strategy

N02.05 select and explain an estimation strategy for a given problem

**Outcome N03:** Students will be expected to describe and apply mental mathematics strategies and number properties to recall, with fluency, answers for basic multiplication facts to 81 and related division facts. [C, CN, ME, R, V]

**Performance Indicators:**

N03.01 describe the mental mathematics strategy used to determine basic multiplication or division facts

N03.02 explain why multiplying by 0 produces a product of 0 (zero property of multiplication)

N03.03 explain why division by 0 is not possible or is undefined (e.g., 8 ÷ 0)

N03.04 quickly recall multiplication facts up to 9 × 9 and related division facts

**Outcome N04:** Students will be expected to apply mental mathematics strategies for multiplication, including

multiplying by multiples of 10, 100, and 1000

halving and doubling

using the distributive property [C, ME, R]

**Performance Indicators:**

N04.01 determine the products when one factor is a multiple of 10, 100, or 1000

N04.02 apply halving and doubling when determining a given product (e.g., 32 × 5 is the same as

16 × 10)

N04.03 apply the distributive property to determine a given product that involves multiplying factors

that are close to multiples of 10 (e.g., 98 × 7 = (100 × 7) – (2 × 7))

**Outcome N05:** Students will be expected to demonstrate, with and without concrete materials, an understanding of multiplication (two-digit by two-digit) to solve problems. [C, CN, PS, V]

**Performance Indicators:**

N05.01 model the multiplication of two two-digit factors, using concrete and visual representations of the area model, and record the process symbolically

N05.02 illustrate partial products in expanded notation for both factors (e.g., for 36 × 42, determine the partial products for (30 + 6) × (40 + 2))

N05.03 represent both two-digit factors in expanded notation to illustrate the distributive property; for example, to determine the partial products of 36 × 42, record

(30 + 6) × (40 + 2) =

(30 × 40) + (30 × 2) + (6 × 40) + (6 × 2) =

1200 + 60 + 240 + 12 = 1512

LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6 181

describe a solution procedure for determining the product of two given two-digit factors, using a pictorial representation such as an area model

solve a given multiplication problem in context, using personal strategies, and record the process

create and solve multiplication story problems, and record the process symbolically determine the product of two given numbers using a personal strategy and record the process symbolically

**Outcome N06:** Students will be expected to demonstrate, with and without concrete materials, an understanding of division (three-digit by one-digit), and interpret remainders to solve problems. [C, CN, PS]

**Performance Indicators:**

N06.01 model the division of two given numbers, using concrete or visual representations, and record the process symbolically

N06.02 explain that the interpretation of a remainder depends on the context

 ignore the remainder (e.g., making teams of four from 22 people [five teams, but two

people are left over])

 round the quotient up (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)

N06.03 solve a given division problem in context, using personal strategies, and record the process

N06.04 create and solve division story problems, and record the process symbolically

N06.05 determine the quotient of two given numbers using a personal strategy and record the

process symbolically

**Outcome N07:** Students will be expected to demonstrate an understanding of fractions by using concrete, pictorial, and symbolic representations to

create sets of equivalent fractions

compare and order fractions with like and unlike denominators

[C, CN, PS, R, V]

**Performance Indicators:**

N07.01 represent a given fraction of one whole, set, linear model, or region using concrete materials

N07.02 create a set of equivalent fractions, and explain, using concrete materials, why there are many equivalent fractions for any given fraction

N07.03 model and explain that equivalent fractions represent the same quantity

N07.04 determine if two given fractions are equivalent, using concrete materials or pictorial

representations

N07.05 identify equivalent fractions for a given fraction

N07.06 compare and order two given fractions with unlike denominators by creating equivalent

fractions

N07.07 position a given set of fractions with like and unlike denominators on a number line, and

explain strategies used to determine the order

N07.08 formulate and verify a personal strategy for developing a set of equivalent fractions

182 LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6

MATHEMATICS GRADE 5

**Outcome N08:** Students will be expected to describe and represent decimals (tenths, hundredths, and thousandths) concretely, pictorially, and symbolically. [C, CN, R, V]

**Performance Indicators:**

N08.01 write the decimal for a given concrete or pictorial representation of part of a set, part of a region, or of a unit of measure

N08.02 represent a given decimal using concrete materials or a pictorial representation

N08.03 represent an equivalent tenth, hundredth, or thousandth for a given decimal, using concrete or visual representations

N08.04 express a given tenth as an equivalent hundredth and thousandth

N08.05 express a given hundredth as an equivalent thousandth

N08.06 explain the value of each digit in a given decimal

**Outcome N09:** Students will be expected to relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]

**Performance Indicators:**

N09.01 express, orally and symbolically, a given fraction with a denominator of 10, 100, or 1000 as a decimal

N09.02 read decimals as fractions (e.g., 0.45 is read as zero and forty-five hundredths)

N09.03 express, orally and symbolically, a given decimal in fraction form

N09.04 represent the fractions 12 , 14 , and 43 as decimals using base-ten blocks, grids, and number lines

N09.05 express a given pictorial or concrete representation as a fraction or decimal (e.g., 250 shaded squares on a thousandth grid can be expressed as 0.250 or 250 )

1000

**Outcome N10:** Students will be expected to compare and order decimals (to thousandths) by using benchmarks, place value, and equivalent decimals. [CN, R, V]

**Performance Indicators:**

N10.01 compare and order a given set of decimals by placing them on a number line that contains the benchmarks 0.0, 0.5, and 1.0

N10.02 compare and order a given set of decimals including only tenths using place value

N10.03 compare and order a given set of decimals including only hundredths using place value

N10.04 compare and order a given set of decimals including only thousandths using place value

N10.05 explain what is the same and what is different about 0.2, 0.20, and 0.200

N10.06 compare and order a given set of decimals, including tenths, hundredths, and thousandths,

using equivalent decimals

**Outcome N11:** Students will be expected to demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V, ME]

**Performance Indicators:**

N11.01 predict sums and differences of decimals using estimation strategies

N11.02 use estimation to correct errors of decimal point placements in sums and differences without

using paper and pencil

N11.03 explain why keeping track of place-value positions is important when adding and subtracting

decimals

N11.04 solve problems that involve addition and subtraction of decimals, limited to thousandths, using personal strategies

Patterns and Relations

**Outcome PR01:** Students will be expected to determine the pattern rule to make predictions about subsequent terms. [C, CN, PS, R, V]

**Performance Indicators:**

PR01.01 extend a given increasing or decreasing pattern, with and without concrete materials, and explain how each term differs from the preceding one

PR01.02 describe, orally or in written form, a given pattern using mathematical language such as one more, one less, or five more

PR01.03 write a mathematical expression to represent a given pattern, such as *r* + 1, *r* – 1, *r* + 5

PR01.04 describe the relationship in a given table or chart using a mathematical expression

PR01.05 determine and explain why a given number is or is not the next term in a pattern

PR01.06 predict subsequent terms in a given pattern

PR01.07 solve a given problem by using a pattern rule to determine subsequent terms

PR01.08 represent a given pattern visually to verify predictions

**Outcome PR02:** Students will be expected to solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]

**Performance Indicators:**

PR02.01 explain the purpose of the letter variable in a given addition, subtraction, multiplication, or division equation with one unknown (e.g., 36 ÷ *n* = 6)

PR02.02 express a given pictorial or concrete representation of an equation in symbolic form.

PR02.03 express a given problem as an equation where the unknown is represented by a letter variable

PR02.04 create a problem for a given equation with one unknown

PR02.05 solve a given single-variable equation with the unknown in any of the terms (e.g., *n* + 2 = 5,

4 + *a* = 7, 6 = *r* – 2, 10 = 2*c,* 15 ÷ *r* = 3)

PR02.06 identify the unknown in a problem; represent the problem with an equation; and solve the

problem concretely, pictorially, or symbolically

Measurement

**Outcome M01:** Students will be expected to design and construct different rectangles, given a perimeter or an area or both (whole numbers), and make generalizations. [C, CN, PS, R, V]

**Performance Indicators:**

M01.01 draw two or more rectangles for a given perimeter in a problem-solving context

M01.02 draw two or more rectangles for a given area in a problem-solving context

M01.03 determine the shape that will result in the greatest area for any given perimeter

M01.04 determine the shape that will result in the least area for any given perimeter

M01.05 provide a real-life context for when it is important to consider the relationship between area and perimeter

**Outcome M02:** Students will be expected to demonstrate an understanding of measuring length (mm) by

selecting and justifying referents for the unit millimetre (mm)

modelling and describing the relationship between millimetre (mm) and centimetre (cm) units, and between millimetre (mm) and metre (m) units [C, CN, ME, PS, R, V]

**Performance Indicators:**

M02.01 provide a referent for one millimetre, and explain the choice

M02.02 provide a referent for one centimetre, and explain the choice

M02.03 provide a referent for one metre, and explain the choice

M02.04 show that 10 millimetres is equivalent to one centimetre, using concrete materials

M02.05 show that 1000 millimetres is equivalent to one metre, using concrete materials

M02.06 provide examples of instances where millimetres are used as the unit of measure

M02.07 estimate and measure length in millimetres, centimetres, and metres

**Outcome M03:** Students will be expected to demonstrate an understanding of volume by selecting and justifying referents for cubic centimetre (cm3) or cubic metre (m3) units estimating volume using referents for cubic centimetre (cm3) or cubic metre (m3)

measuring and recording volume (cm3 or m3)

constructing rectangular prisms for a given volume [C, CN, ME, PS, R, V]

**Performance Indicators:**

M03.01 identify and explain why the cube is the most efficient unit for measuring volume

M03.02 provide a referent for a cubic centimetre, and explain the choice

M03.03 provide a referent for a cubic metre, and explain the choice

M03.04 determine which standard cubic unit is represented by a given referent

M03.05 estimate the volume of a given 3-D object using personal referents

M03.06 determine the volume of a given 3-D object using manipulatives, and explain the strategy

M03.07 construct a rectangular prism for a given volume

M03.08 construct more than one rectangular prism for a given volume

**Outcome M04:** Students will be expected **to** demonstrate an understanding of capacity by describing the relationship between millilitre (mL) and litre (L) units

selecting and justifying referents for millilitre (mL) and litre (L) units

estimating capacity using referents for millilitre (mL) and litre (L)

measuring and recording capacity (mL or L) [C, CN, ME, PS, R, V]

**Performance Indicators:**

M04.01 demonstrate that 1000 millilitres is equivalent to one litre by filling a one-litre container using a combination of smaller containers

M04.02 provide a referent for one litre, and explain the choice

M04.03 provide a referent for one millilitre, and explain the choice

M04.04 determine the capacity unit of a given referent

M04.05 estimate the capacity of a given container using personal referents

M04.06 determine the capacity of a given container using materials that take the shape of the inside of the container (e.g., a liquid, rice, sand, beads), and explain the strategy

Geometry

**Outcome G01:** Students will be expected to 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]

**Performance Indicators:**

G01.01 identify parallel, intersecting, perpendicular, vertical, and horizontal edges and faces on 3-D objects

G01.02 identify parallel, intersecting, perpendicular, vertical, and horizontal sides on 2-D shapes

G01.03 provide examples from the environment that show parallel, intersecting, perpendicular,

vertical, and horizontal line segments

G01.04 find examples of edges, faces, and sides that are parallel, intersecting, perpendicular, vertical,

and horizontal in print and electronic media, such as newspapers, magazines, and the Internet

G01.05 draw 2-D shapes that have sides that are parallel, intersecting, perpendicular, vertical, or

horizontal

G01.06 build 3-D objects that have edges and faces that are parallel, intersecting, perpendicular,

vertical, or horizontal

G01.07 describe the faces and edges of a given 3-D object using terms such as “parallel,”

“intersecting,” “perpendicular,” “vertical,” or “horizontal”

G01.08 describe the sides of a given 2-D shape using terms such as “parallel,” “intersecting,”

“perpendicular,” “vertical,” or “horizontal”

**Outcome G02:** Students will be expected to name, identify, and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombi, according to their attributes. [C, R, V]

**Performance Indicators:**

G02.01 identify and describe the characteristics of a pre-sorted set of quadrilaterals

G02.02 sort a given set of quadrilaterals, and explain the sorting rule

G02.03 sort a given set of quadrilaterals according to the lengths of the sides

G02.04 sort a given set of quadrilaterals according to whether or not opposite sides are parallel

G02.05 sort a set of quadrilaterals based on properties such as diagonals are congruent, diagonals

bisect each other, and opposite angles are equal

G02.06 name and classify quadrilaterals according to their attributes

**Outcome G03:** Students will be expected to 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]

**Performance Indicators:**

G03.01 translate a given 2-D shape horizontally, vertically, or diagonally, draw the image, and describe the position and orientation of the image

G03.02 rotate a given 2-D shape about a vertex, draw the image, and describe the position and orientation of the image

G03.03 reflect a given 2-D shape in a line of reflection, draw the image, and describe the position and orientation of the image

G03.04 perform a transformation of a given 2-D shape by following instructions

G03.05 draw a 2-D shape, translate the shape, and record the translation by describing the direction

and magnitude of the movement

G03.06 draw a 2-D shape, rotate the shape about a vertex, and describe the direction of the turn (clockwise or counter-clockwise) and the fraction of the turn (limited to 14 , 12 , 43 , or full turn)

G03.07 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

G03.08 predict the result of a single transformation of a 2-D shape and verify the prediction

**Outcome G04:** Students will be expected to identify and describe a single transformation, including a translation, rotation, and reflection of 2-D shapes. [C, T, V]

**Performance Indicators:**

G04.01 provide an example of a translation, rotation, and reflection

G04.02 identify a given single transformation as a translation, rotation, or reflection

G04.03 describe a given rotation about a point of rotation by the direction of the turn (clockwise or counter-clockwise)

G04.04 describe a given reflection by identifying the line of reflection and the distance of the image from the line of reflection

G04.05 describe a given translation by identifying the direction and magnitude of the movement.

G04.06 identify transformations found in everyday pictures, art, or the environment

**Outcome G05:** Students will be expected to identify right angles. [ME, V]

**Performance Indicators:**

G05.01 provide examples of right angles in the environment

G05.02 sketch right angles without the use of a protractor

G05.03 label a right angle, using a symbol

G05.04 identify angles greater than or less than a right angle

Statistics and Probability

**Outcome SP01:** Students will be expected to differentiate between first-hand and second-hand data. [C, R, T, V]

**Performance Indicators:**

SP01.01 explain the difference between first-hand and second-hand data

SP01.02 formulate a question that can best be answered using first-hand data and explain why

SP01.03 formulate a question that can best be answered using second-hand data and explain why

SP01.04 find examples of second-hand data in print and electronic media, such as newspapers,

magazines, and the Internet

**Outcome SP02:** Students will be expected to construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V]

**Performance Indicators:**

SP02.01 determine the attributes (title, axes, intervals, and legend) of double bar graphs by comparing a given set of double bar graphs

SP02.02 represent a given set of data by creating a double bar graph, label the title and axes, and create a legend without the use of technology

SP02.03 draw conclusions from a given double bar graph to answer questions

SP02.04 SP02.05

identify examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines, and the Internet

solve a given problem by constructing and interpreting a double bar graph

**Outcome SP03:** Students will be expected to describe the likelihood of a single outcome occurring, using words such as impossible, possible, and certain. [C, CN, PS, R]

**Performance Indicators:**

SP03.01 identify examples of events from personal contexts that are impossible, possible, or certain

SP03.02 classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain

SP03.03 design and conduct a probability experiment in which the likelihood of a single outcome

occurring is impossible, possible, or certain

SP03.04 conduct a given probability experiment a number of times, record the outcomes, and explain the results

**Outcome SP04:** Students will be expected to compare the likelihood of two possible outcomes occurring, using words such as “less likely,” “equally likely,” or “more likely.” [C, CN, PS, R]

**Performance Indicators:**

SP04.01 identify outcomes from a given probability experiment that are less likely, equally likely, or more likely to occur than other outcomes

SP04.02 design and conduct a probability experiment in which one outcome is less likely to occur than the other outcome

SP04.03 design and conduct a probability experiment in which one outcome is equally likely to occur as the other outcome

SP04.04 design and conduct a probability experiment in which one outcome is more likely to occur than the other outcome

**Music 5**

**General Curriculum Outcomes**

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts

2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture

4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression

5. examine the relationship among the arts, societies, and environments

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works

7. understand the role of technologies in creating and responding to expressive works

8. analyze the relationship between artistic intent and the expressive work

**Specific Curriculum Outcomes**

Students will be expected to

1.1.1 sing alone and with others with emphasis on expressive part singing, phrasing, range, and more complex textures, including counter melodies and descants

1.2.1 experiment with the elements of music to create musical works that explore topics and issues of personal interest

1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture, through language, movement, and performance

1.3.1 sight-read simple melodies from traditional notation with emphasis on skipwise movement and articulation

1.4.1 create and notate short musical works to express musical thoughts and ideas with an emphasis on motif and sequence

2.1.1 improvise short songs and instrumental pieces using a variety of sound sources, including traditional, non-traditional, body, and electronic

2.2.1 combine reading and singing/playing skills in their music making

2.2.2 use a range of materials, techniques, and forms to create, make, and present music

2.3.1 participate in small- and large-ensemble music making, presenting music that reflects diverse images, thoughts, and feelings

describe personal opportunities for music making in their community, including opportunities related to popular culture and the media

identify, describe, and compare styles of music from a variety of cultural and historical contexts demonstrate an awareness of musicians in their community

use their knowledge and experience to respect and value the contributions of cultural groups in Canada

demonstrate an awareness of conventions of audience behaviour in a variety of performance contexts

explore the role music plays in the cultures of Asia and Africa

examine the contributions of various composers and musicians, past and present, to their society

explore and describe the relationship between music and local events and issues

identify similarities and differences between music and visual arts

express and communicate thoughts, experiences, and feelings through music and visual imagery

apply knowledge of music to make individual choices based on the thoughts, images, and feelings the music expresses

use musical criteria to evaluate their ability to maintain a melodic/harmonic part

compare the form and the principles of design in the rhythmic/melodic structure of classroom repertoire

use knowledge of musical elements to compare and contrast music of various genres

compare their own and others response to music making

recognize by sight and sound, and categorize by family, orchestral, band, and keyboard instruments

compare and contrast available technologies to create and record music

explore the effects of changing technologies on music recording and reproduction explore various influences on composers and their works

describe reasons for their musical decisions

compare interpretations of musical works using appropriate terminology

examine their group presentations in light of what they intended

**Physical Education 5**

**General Curriculum Outcomes**

Students will be expected to

**A** demonstrate knowledge, skills, and attitudes necessary to be active for life

**B** demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits

**C** participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

**Specific Curriculum Outcomes**

Students will be expected to

Active for Life

A5.1 demonstrate an understanding of health-related physical fitness components and develop SMART goals for health-related physical fitness.

A5.2 apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life

A5.3 demonstrate an understanding of factors associated with learning readiness as it applies to physical education

A5.4 apply safety practices during different types of physical activities in school, at home, and in the community and explain ways to manage risk related to physically active experiences in other areas of school life

A5.5 apply safe practices to active transportation and explain the long-term impact of safe active transportation on health-related physical fitness

A5.6 apply warm-up and cool-down activities safely during different types of physical activities, and explain how these activities can optimize performance

Skill and Movement Concepts

B5.1 demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits

B5.2 demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies

B5.3 demonstrate decision-making skills while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

Life Skills

C5.1 apply effective coping strategies and peaceful conflict resolution skills across learning experiences in physical education and explain ways to connect these to all areas of school life

C5.2 take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community

C5.3 apply respectful language and behaviour toward self and others during different physical

activities, and explain how respectful language and behaviour impacts the learning environment

C5.4 demonstrate an understanding of how to give and receive specific feedback effectively, and

explain how it positively impacts their performance and feelings

**Science 5**

**General Curriculum Outcomes**

STSE/Knowledge

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

Skills

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

Attitudes

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Specific Curriculum Outcomes**

Students will be expected to

Earth and Space Science: Weather

**MEASURING AND DESCRIBING WEATHER**

identify and use weather-related folklore to predict weather (105-2)

using correct names of weather instruments, construct and use instruments to record temperature,

wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13)

identify, classify, and compare clouds (104-4, 206-1)

using a variety of sources, gather information to describe the key features of weather systems and

identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11)

LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6 193

GRADE 5 SCIENCE

**SUN’S ENERGY REACHING THE EARTH**

relate the transfer of energy from the sun to weather and discuss the sun’s impact on soil and water (206-5, 303-21)

**PROPERTIES OF AIR**

describe situations demonstrating that air takes up space, has mass, and expands when heated (300-14)

**MOVEMENT OF AIR AND WATER**

relate the constant circulation of water on Earth to processes of evaporation, condensation, and precipitation (301-13)

**ENVIRONMENTAL ISSUES**

identify examples of weather phenomena that are currently being studied (105-1)

describe how studies of the depletion of the ozone layer, global warming, and the increase in acid

rain have led to new innovations and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)

Physical Science: Forces and Simple Machines

**FORCES AND THEIR EFFECTS**

observe, investigate, and describe how forces can act directly (contact) or from a distance (non- contact) to move or hold objects in place (303-12, 303-13)

demonstrate and describe the effect of increasing and decreasing the amount of force applied to an object (303-14)

perform experiments to describe the force needed to lift or pull a given load in standard and non- standard units (205-4, 205-5, 205-6)

**FRICTION**

investigate and compare the effect of friction on the movement of objects over a variety of surfaces (204-1, 204-5, 303-15)

demonstrate the use of rollers, wheels, and axles in moving objects (303-16)

**SIMPLE MACHINES: AN INTRODUCTION**

use simple machines to identify the effort and load required to move objects (205-2, 206-9, 303-17) **SIMPLE MACHINES: LEVERS**

design a lever for a particular task and differentiate between the positions of the fulcrum, the load, and the effort (303-18, 303-19)

**SIMPLE MACHINES: PULLEYS, SYSTEMS OF MACHINES**

compare and record the force needed to lift and load an object by using a single pulley system with that needed to lift it by using a multiple pulley system and predict the effect of adding another pulley or load-lifting capacity (303-20, 204-3)

design a system of machines to solve a task (204-7)

describe examples of how simple machines have improved living conditions and identify machines

that have been used in the past and that have developed over time (105-5, 107-8, 205-8)

Life Science: Meeting Basic Needs and Maintaining a Healthy Body

**GROWTH AND DEVELOPMENT**

propose questions to investigate how our body works, and what its components are, and relate bodily changes to growth and development (204-1, 301-8)

describe the role played by body systems in helping humans and other animals to grow and reproduce and to meet their basic needs (302-4)

**THE SYSTEMS: DIGESTIVE, EXCRETORY, RESPIRATORY, AND CIRCULATORY**

describe the structure and function of the major organs of the digestive, excretory, respiratory, and circulatory systems (302-5)

propose questions and carry out procedures to investigate the factors affecting breathing and heartbeat rate, and compile and display data from these investigations in a graph (205-1, 206-2)

**SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS**

demonstrate how the skeletal, muscular, and nervous systems work together to produce movement (302-6)

**BODY SYSTEMS**

select and use tools in building models of organs or body systems (205-2) **MAINTAINING A HEALTHY BODY**

describe the body’s defences against infections and describe the role of the skin (302-7, 302-8)

describe nutritional and other requirements for maintaining a healthy body and evaluate the

usefulness of different information sources in answering questions about health and diet (206-4,

302-9)

describe examples of medical techniques and technologies developed by Canadians and other

cultures that have contributed to the knowledge of body organisms, systems, and health issues (106-2, 106-4, 107-12, 107-14)

Physical Science: Properties of and Changes in Materials

**PROPERTIES OF MATERIALS**

classify materials as solids, liquids, or gases and illustrate this classification in a property chart (206-1, 300-9)

**PHYSICAL CHANGES**

observe and identify changes in an object’s appearance, state, and/or reversibility and classify it as a physical change or not (301-9, 205-5, 301-10)

**CHEMICAL CHANGES**

describe and give examples of the interactions among materials, including gases, and discuss their properties (301-11, 301-12)

work with team members to develop and carry out a plan to distinguish a material based on its chemical properties and display the results of the data (204-7, 207-3, 206-2, 204-5)

**SOURCES/MASSES OF MATERIALS IN OBJECTS**



follow a given set of procedures to relate the mass of a whole object to the sum of the masses of its parts and suggest possible explanations for variations in the results (104-5, 205-3, 300-11)

use a variety of sources and technologies to identify and describe the source of the materials found in an object, changes to the natural materials required to make the object, and how manufactured materials have been developed to improve living conditions (107-8, 205-8, 300-12)

**Social Studies 5**

**General Curriculum Outcomes**

Students will be expected to

Citizenship, Power, and Governance

A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

Culture and Diversity

B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

Individuals, Societies, and Economic Decisions

C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

Interdependence

D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

People, Place, and Environment

E. demonstrate an understanding of the interactions among people, places, and the environment

Time, Continuity, and Change

F. demonstrate an understanding of the past and how it affects the present and the future

LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6 197

GRADE 5

SOCIAL STUDIES

**Specific Curriculum Outcomes**

Conceptual Organizer: Societies

Students will be expected to

**UNIT ONE: INTRODUCTION**

5.1.1 develop an understanding of how we learn about the past

**UNIT TWO: ENVIRONMENT**

5.2.1 explain how environment influenced the development of an ancient society

**UNIT THREE: SOCIAL STRUCTURE**

5.3.1 explain the importance of social structure in a society from the middle ages

**UNIT FOUR: DECISION-MAKING**

5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada

5.4.2 examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

**UNIT FIVE: INTERACTIONS**

5.5.1 examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

**UNIT SIX: MY SOCIETY**

5.6.1 illustrate the similarities and differences of past societies and your society

198 LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6

VISUAL ARTS GRADE 5

**Visual Arts 5**

**General Curriculum Outcomes**

Making

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.

2. Students will use a range of independent and collaborative art-making strategies.

Looking

3. Students will examine a broad range of artworks through time and cultures.

4. Students will interact with sensitivity to and respect for their own artwork and that of others.

Reflecting

5. Students will bring personal meaning to artwork and communicate their discoveries.

6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

**Specific Curriculum Outcomes**

Students will be expected to

1.1 express themselves in relation to the world through art-making

1.2 develop ability and initiative in the use of techniques, technologies, materials, and equipment

1.3 use a combination of the visual elements and principles of design in art making

2.1 work individually and collaboratively to apply learned skills, solve problems, and express ideas.

3.1 compare various art forms

3.2 compare art across time

3.3 contrast personal styles of a variety of artists

3.4 use technology to locate works of art

4.1 discuss ideas and approaches with sensitivity and respect

4.2 identify similarities and differences in their own work and that of others

4.3 demonstrate that there are many ways of perceiving and knowing

5.1 recognize and respond to a rich variety of art forms

5.2 use appropriate language in expressing their own responses to artworks

5.3 describe art and the lives of artists within cultural/historical/social contexts

6.1 demonstrate a sensitivity towards the natural and built environment through their artwork

6.2 examine the role of the media and discuss its effects on their lives

6.3 demonstrate an awareness of the role of art and artists in their local and global communities

6.4 express personal ideas and points of view through their artwork

200 LEARNING OUTCOMES FRAMEWORK: GRADES PRIMARY–6

be expected to respond personally to a range of texts.

Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.