The Alberta Curriculum

GRADE 5

checklist format

Content

Introduction

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

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

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

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

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

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

Happy learning!

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

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

Math

Number

Specific Expectations
Develop number sense.
☐ Represent and describe whole numbers to 1 000 000.
☐ Use estimation strategies in problem-solving contexts.
☐ Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts.
☐ Apply mental mathematics strategies for multiplication.
☐ Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems
☐ Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems.
☐ Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:

	☐ create sets of equivalent fractions
	☐ compare fractions with like and unlike denominators.

☐ Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.
☐ Relate decimals to fractions and fractions to decimals (to thousandths).
☐ Compare and order decimals (to thousandths) by using:

	☐ benchmarks
	☐ place value
	☐ equivalent decimals.

☐ Demonstrate an understanding of addition and subtraction of decimals (limited to

thousandths).

Patterns & Relations (Patterns)

Specific Expectations
Use patterns to describe the world and to solve problems.
□ Determine the pattern rule to make predictions about subsequent elements.

Patterns & Relations (Variables & Equations)

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

Shape and Space (Measurement)

Specific Expectations	
Use direct and indirect measurement to solve problems.	
□ Identify 90º angles.	
□ Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.	
□ Demonstrate an understanding of measuring length (mm) by:	
	□ selecting and justifying referents for the unit mm
	□ modelling and describing the relationship between mm and cm units, and between mm and m units.
□ Demonstrate an understanding of volume by:	
	□ constructing right rectangular prisms for a given volume.
	□ selecting and justifying referents for cm3 or m3 units

	☐ estimating volume, using referents for cm3 or m3
	☐ measuring and recording volume (cm3 or m3)
	☐ measuring and recording capacity (mL or L)

Demonstrate an understanding of capacity by:	
	☐ describing the relationship between mL and L
	☐ estimating capacity, using referents for mL or L

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

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

☐ Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:	
	☐ parallel
	☐ intersecting
	☐ perpendicular
	☐ vertical
	☐ horizontal

Identify and sort quadrilaterals, including:	
	☐ rectangles
	☐ squares
	☐ trapezoids
	☐ parallelograms
	☐ rhombuses
	☐ according to their attributes.

Transformations

Specific Expectations

Describe and analyze position and motion of objects and shapes.

☐ Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes.

☐ Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image.

Statistics and Probability (Data Analysis)

Specific Expectations
Collect, display and analyze data to solve problems.
☐ Differentiate between first-hand and second-hand data.
☐ Construct and interpret double bar graphs to draw conclusions.

Chance and Uncertainty

Specific Expectations
Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Describe the likelihood of a single outcome occurring, using words such as:

	☐ impossible
	☐ possible
	☐ certain

Compare the likelihood of two possible outcomes occurring, using words such as:

	☐ less likely
	☐ equally likely
	☐ more likely

Language Arts

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

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

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

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

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

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

	□ identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities
	□ select and use language appropriate in tone and form to recognize and honour people and events
	□ determine and use language appropriate to the context of specific situations
	Work within a Group
	□ accept and take responsibility for fulfilling own role as a group member
	□ discuss and decide whether to work individually or collaboratively to achieve specific goals
	□ formulate questions to guide research or investigations, with attention to specific audiences and purposes
	□ contribute ideas to help solve problems, and listen and respond constructively
	□ show appreciation for the contributions of others, and offer constructive feedback to group members

Science & Technology
_____

Electricity and Magnetism

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

☐ Interpret and explain:	
	☐ the reading on a household electrical meter
	☐ efficiency labels on electrical appliances.
	☐ Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.

Mechanisms Using Electricity

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

	☐ Demonstrate different ways of using two batteries to light a bulb, and compare the results. Students should recognize that wiring the batteries in series causes the bulb to glow brighter than it would if parallel wiring were used.
	☐ Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements.

Classroom Chemistry

General Outcome	Specific Expectations

Students will:
 	
Describe the properties and interactions of various household liquids and solids, and interpret their interactions.
	☐ Recognize and identify examples of the following kinds of mixtures:
	    ☐ two or more solids; e.g., sand and sugar
	    ☐ a solid and a liquid; e.g., sugar and water
	    ☐ two or more liquids; e.g., milk and tea.

	☐ Apply and evaluate a variety of techniques for separating different materials.
	☐ Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution.
	☐ Demonstrate a procedure for making a crystal.
	☐ Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids.
	☐ Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air.
	☐ Distinguish reversible from irreversible changes of materials, and give examples of each.
	☐ Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances.
	☐ Use an indicator to identify a solution as being acidic or basic.

Weather Watch

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

	particular weather conditions; e.g., water resistance, wind resistance, protection from cold.

Wetland Ecosystems

General Outcome	Specific Expectations
Students will: Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.	☐ Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen.
	☐ Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water.
	☐ Identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals.
	☐ Identify and describe adaptations that make certain plants and animals suited for life in a wetland.
	☐ Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.

	☐ Identify the roles of different organisms in the food web of a pond:
	    ☐ producers—green plants that make their own food, using sunlight
	    ☐ consumers—animals that eat living plants and/or animals
	    ☐ decomposers—organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living.

	☐ Draw diagrams of food chains and food webs, and interpret such diagrams.
	☐ Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each.
	☐ Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.
	☐ Identify individual and group actions that can be taken to

	preserve and enhance wetland habitats.
	☐ Recognize that changes in part of an environment have effects on the whole environment.

Social Studies

Physical Geography of Canada

General Outcome	Specific Expectations
Values and Attitudes	

Students will: Value Canada's physical geography and natural environment:	☐ appreciate the variety and abundance of natural resources in Canada
	☐ appreciate the diversity of geographic phenomena in Canada
	☐ appreciate the environmental significance of national parks and protected areas in Canada
	☐ appreciate how the land sustains communities and the diverse ways that people have of living with the land
	☐ appreciate the influence of the natural environment on the growth and development of Canada
	☐ demonstrate care and concern for the environment through their choices and actions
	☐ appreciate the geographic vastness of Canada

Knowledge and Understanding

Students will: Examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:	☐ What are the major geographical regions, landforms and bodies of water in Canada? (
	☐ How do landforms, bodies of water and natural resources affect the quality of life in Canada?
	☐ How have natural disasters and severe weather been part of Canada's physical geography?
	☐ What are the differences and similarities among the geographical regions of Canada?
	☐ How is the geographical region they live in different from other regions of Canada?
	☐ What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)?
	☐ How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment?
Students will: Analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:	☐ In what ways do natural resources and the physical geography of a region determine the establishment of communities?
	☐ How are natural resources used, exchanged and conserved in Canada?
	☐ Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas?

Histories and Stories of Ways of Life in Canada

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

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

following questions and issues:	☐ How do stories of immigrants from India contribute to an understanding of diversity in Canada?
Students will: Examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:	☐ What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada?
	☐ How were European immigrants affected by pressures to conform in western Canada?

Canada: Shaping an Identity

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

Students will: Assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:	□ Who were the Famous Five?
	□ How did they identify the need for change in Canadian laws?
	□ How did the changes brought on by their actions affect individual rights in Canada?
Students will: Assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following	□ How did the First World War contribute to the industrialization and urbanization of Canada?
	□ In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities?
	□ How did the economic boom immediately following the Second World War affect ways of life in Canada?

questions and issues:	
Students will: Assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:	☐ How was the Statute of Westminster a recognition of Canada as a country?
	☐ How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country?
	☐ How did the adoption of the Canadian flag affect collective identity within Canada?
	☐ How was the patriation of the Constitution in 1982 a step toward nationhood?
	☐ How is the Canadian Charter of Rights and Freedoms a symbol of Canada's emerging identity?
	☐ What factors led to the creation of Nunavut?

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

General Outcome	Specific Expectations
Dimensions of Thinking	
Students will: Develop skills of critical thinking and creative thinking:	☐ analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
	☐ evaluate ideas, information and positions from multiple perspectives
	☐ re-evaluate personal opinions to broaden understanding of a topic or an issue
	☐ generate original ideas and strategies in situations of individual and group activities
	☐ seek responses to inquiries from various authorities through electronic media
	☐ recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used
Students will:	☐ use photographs and interviews to make meaning of historical

Develop skills of historical thinking:		information
	□	use historical and community resources to understand and organize the sequence of national historical events
	□	explain the historical context of key events of a given time period
	□	organize information, using such tools as a database, spreadsheet or electronic webbing
Students will: Develop skills of geographic thinking:	□	use latitude and longitude to determine the absolute location of places in Canada on maps and globes
	□	construct maps, diagrams and charts to display geographic information
	□	use historical maps to make meaning of historical events and issues
	□	use cardinal and intermediate directions and simple grids to locate places on maps and globes
	□	use the scale on maps and globes to determine the distance between places
	□	list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)
Students will: Demonstrate skills of decision making and problem solving:	□	determine when a decision needs to be made in dealing with problems and issues
	□	collaborate with others to apply strategies for decision making and problem solving
	□	select and use technology to assist in problem solving
	□	use data gathered from a variety of electronic sources to address identified problems

	□ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
	□ use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
	□ generate alternative solutions to problems by using technology to facilitate the process

Social Participation as a Democratic Process

Students will: Demonstrate skills of cooperation, conflict resolution and consensus building:	□ consider multiple points of view while attempting to reach group consensus
	□ demonstrate the ability to deal constructively with diversity and disagreement
	□ work collaboratively with others to achieve a common goal
	□ record group brainstorming, planning and sharing of ideas by using technology
	□ retrieve data from available storage devices, such as a shared folder, to which a group has contributed
Students will: Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	□ demonstrate commitment to the well-being of the school or community by volunteering to help where needed

Research for Deliberative Inquiry

Students will: Apply the research process:	□ determine themes, patterns and trends from information gathered
	□ use graphs, tables, charts and Venn diagrams to interpret information

	□ draw and support conclusions, based on information gathered, to answer a research question
	□ cite references as part of research
	□ design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
	□ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
	□ navigate within a document, compact disc or other software program that contains links
	□ organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
	□ organize information, using such tools as a database, spreadsheet or electronic webbing
	□ use a variety of technologies to organize and synthesize researched information
	□ reflect on and describe the processes involved in completing a project
Communication	
Students will: Demonstrate skills of oral, written and visual literacy:	□ select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
	□ respond appropriately to comments and questions, using language respectful of human diversity
	□ listen to others to understand their perspectives
	□ create visual images for particular audiences and purposes
	□ identify and distinguish points of view expressed in electronic sources on a particular topic
	□ extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail

	☐ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
Students will: Develop skills of media literacy:	☐ examine how various people might interpret a media message differently
	☐ examine diverse perspectives regarding an issue presented in the media

The Arts

Drama

Section	Specific Expectations
Structured Dramatic Play	
Physical	☐ The child should develop sensory awareness
	☐ The child should become aware of body and voice as instruments of expression
	☐ The child should explore and express large and small body movements
	☐ The child should develop techniques for relaxation
Intellectual	☐ The child should develop and exercise imagination
	☐ The child should develop concentration
	☐ The child should recognize and learn to trust the intuitive response
	☐ The child should exercise divergent and convergent thinking
Emotional	☐ The child should explore emotion
	☐ The child should control emotion
	☐ The child should express emotion
Social	☐ The child should understand self

	☐ The child should understand others
	☐ The child should discipline self
	☐ The child should develop acceptance of self/others (tolerance)
	☐ The child should develop appreciation of the work of self and others
	☐ The child should cope with emotional responses
Integrative	☐ The child should understand and respond to environment
	☐ The child should respect and investigate ideas of others
	☐ The child should role play
	☐ The child should develop a sense of form
	☐ The child should make the abstract concrete
	☐ The child should learn to respond to stimuli; e.g., music, pictures, objects, literature
	☐ The child should develop the confidence to make choices
	☐ The child should respect the space of others
	☐ The child should communicate through space
	☐ The child should test and reflect on the consequences of dramatic decisions
Dramatic Form	
Dramatic Movement	☐ The child should understand personal space, general space and the inherent differences between the two
	☐ The child should develop flexible, free and controlled movement
	☐ The child should practise moving in different ways in response to a variety of stimuli
	☐ The child should discover how to use the body as a vehicle for expressing and interpreting feelings and ideas
	☐ The child should analyze different ways of moving alone and with others
	☐ The child should appreciate the aesthetics of movement
	☐ The child should express simple characterization through movement
	☐ The child should use dramatic movement to investigate the

	environment
	□ The child should develop the ability to use dramatic movement to enhance learning in the other areas of the □ curriculum
Mime	
	☐ The child should learn to express oneself physically and imaginatively through movement and gesture
	☐ The child should observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)
	□ The child should explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)
	□ The child should observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)
	□ The child should learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)
	□ The child should investigate physical comedy through examination of the allied art of clowning
	□ The child should develop an understanding and appreciation for an art form
	□ The child should apply mime skills to learning situations
Choral Speech	
	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills:

	☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Listen to self and others
	☐ Blend the voice with others
	☐ Respond to cues given by leader
	☐ Speak: -in unison -antiphonally -cumulatively − solo lines

Storytelling

	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard ☐ speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning

	☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Develop and extend the ability to recall and sequence events
	☐ Develop an awareness and understanding of differentiation of character within a story
	☐ Apply storytelling skills to other areas of study
Dramatization	
	Develop role-playing skills: ☐ accept role playing as a positive learning experience ☐ take on the attitude of another ☐ assume the physical attributes of another ☐ emphasize the situation of another ☐ use role playing as a problem-solving tool
	Recognize and use dramatic form: ☐ appreciate and use the possibilities of a story line in sequence ☐ recognize and incorporate structure; i.e., beginning, middle and end ☐ respond in language appropriate to different situations ☐ recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment
	☐ Develop an appreciation of the art form of acting out literature
	☐ Be motivated to extend the dramatization experience into other subject areas
Puppetry	
	Become aware of the puppet as a communicative medium by: ☐ moving as a puppet ☐ moving another as a puppet ☐ constructing a simple puppet
	Apply moving skills to puppetry by: ☐ experimenting with puppet manipulation

	☐ exploring and creating various environments through which the child can move the puppet
	The child should apply speaking skills to puppetry by: ☐ communicating through the puppet as an extension of self ☐ responding to another puppet creating dialogue
	The child should apply dramatization skills to puppetry by: ☐ creating a character for a puppet ☐ creating an environment in which the character will react ☐ expressing feelings as a puppet ☐ working with others to create a puppet story
	Appreciate the complexities of a puppet performance by: ☐ sharing their own puppet scene/episodes/play with each other ☐ with other groups in the class ☐ viewing other puppet performances; e.g., student or professional
	☐ Apply the skills of puppetry to other subject areas
Choric Drama	
	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings

	of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Use skills as outlined in choral speech, dramatic movement, mime and dramatization
	☐ Create individual and/or group characterization
	☐ Explore appropriate movement and speech qualities for characterization
	☐ Apply choric drama skills to the investigation of other areas of study
	▢ The child should learn how to use theatrical elements to enhance a presentation
	▢ The child should analyze literature for dramatic potential
Reader's Theatre	
	Develop the following vocal skills: ▢ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ▢ speak with energy ▢ speak with an appreciation of the flexibility of the voice as an instrument ▢ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of

	speaking, listening, writing and reading
	☐ The child should communicate effectively from a prepared script
	▢ The child should use skills as outlined in choral speech and/or storytelling and dramatization
	▢ The child should select visual elements to enhance communication
	▢ The child should appreciate readers' theatre as an art form
	▢ The child should learn scripting techniques
	▢ The child should adapt material from other areas of study to the readers' theatre

Story Theatre

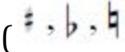|	
	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ▢ speak with ease ▢ speak expressively ▢ speak with energy ▢ speak with an appreciation of the flexibility of the voice as an instrument ▢ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading

	☐ Develop an appreciation of story theatre as an art form
	☐ The child should use skills as outlined in storytelling and dramatization
	☐ The child should develop the ability to select theatre elements that best enhance the literature
	☐ The child should develop the ability to recognize literature and experiences that are best accommodated by this style of expression

Playmaking

	☐ Appreciate playmaking by others; e.g., other students or professionals
	☐ The child should use skills as outlined in dramatization
	☐ The child should develop the ability to originate a dramatic story: – respond to a need to develop a dramatic story to meet a given situation – use dramatization skills to develop expression
	☐ The child should develop the ability to shape a dramatic story: – organize events – develop dialogue appropriate to the situation – develop awareness of mood and atmosphere – learn to control mood and atmosphere – appreciate the art of structuring a play
	☐ The child should develop the ability to communicate a story: – refine communication skills in voice, movement and gesture – be aware of and use such theatrical elements as movement/stillness, light/dark, sound/silence – appreciate the use of these theatrical elements in communicating a play
	☐ The child should use the art of playmaking to express ideas and content from other subject areas; e.g., history, literature, feelings

Group Drama

	Develop the ability to make decisions in a group: ☐ accept self as part of a group ☐ listen to ideas of another ☐ offer own ideas

	☐ become aware of and accept the group purpose
	Cooperatively build a drama to: ☐ send both verbal and non-verbal signals to others ☐ receive and respond to verbal and non-verbal signals ☐ solve problems ☐ recognize and use group space ☐ become aware of and use tensions/conflicts ☐ appreciate the shared creation of a drama
	☐ Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama

Music

Section	Specific Expectations
Rhythm	
By the end of Grade 5, students will understand that:	☐ duration concepts are extended to include dotted notes and combinations of patterns
	☐ accents may fall on beats that are usually unaccented (syncopation).
	☐ rhythm is created by combining beat, tempo, patterns, metre and duration.
Melody	
By the end of Grade 5, students will understand that:	☐ melodies may be based on the "G" and "F" major scales, and their related minors.
	☐ a melody is changed when its rhythm is changed.
Harmony	
By the end of Grade 5, students will understand that:	☐ voices with different pitch ranges can be combined to create harmony.
	☐ the notes of a chord may be performed to accompany a melody.
Form	
By the end of Grade 5,	☐ improvisation is part of many forms of music.

students will understand that:	☐ repetition and contrast give unity and variety to form in music.
Expression (tempo, dynamics, tone colour)	
By the end of Grade 5, students will understand that:	☐ new sounds may be created using instruments in new ways, by inventing new instruments or by electronic methods.
Listening	
By the end of Grade 5 students will be able to:	☐ identify the human voice categories: soprano, contralto, tenor, bass.
	☐ match names, sounds and pictures of many instruments.
	☐ identify chord changes aurally (ukuleles, resonator bells and ☐ autoharps).
Moving	
By the end of Grade 5, students will be able to:	☐ move to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas), as appropriate to the psychomotor development of the students.
Singing	
By the end of Grade 5, students will be able to:	☐ The student will be able to use sol–fa skills in reading music and sight singing.
	☐ The student will be able to sing three- and four-part rounds and two-part soprano, alto (S.A.) songs.
	☐ The student will be able to extend vocal development to include phrasing, enunciation and expression.
Playing Instruments	
By the end of Grade 5, students will be able to:	☐ demonstrate skills on as many as possible of the following instruments: -Ukuleles — learn basic chords and rhythms to accompany many songs. Proceed to plucking melody notes. -Handbells — basic ringing techniques.
Reading and Writing	
By the end of Grade 5, students will be able to:	☐ The student will be able to develop ability to read parts while singing; e.g., soprano, alto.

	☐ The student will be able to recognize syncopated rhythms; e.g., ♪ ♩ ♪
	☐ The student will be able to recognize the following chord progressions: I, IV, V and V7.
	☐ The student will be able to recognize ties, slurs and accidentals (♯ , ♭ , ♮ — sharp, flat, natural).
	☐ The student will be able to review terms in the literature that refer to dynamics; e.g., diminuendo.
Creating	
By the end of Grade 5, the student will be able to:	☐ The student will be able to add original descants to songs
	☐ The student will be able to use a variety of scales to create new melodies.

Attitudes

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

Visual Arts

Section	Concepts
Reflection	
ANALYSIS: Students will study and analyze the individual character of	☐ Natural forms tell something about the way they were made.
	☐ Natural forms can be examined for less visible characteristics.

natural objects or forms.	□ The conditions under which something is viewed affects what is seen; e.g., natural screens like snow and rain, or lenses such as telescopic, microscopic and coloured glass.
	□ A form can be examined analytically to see how the whole is composed of its parts.
	□ A form can be examined synthetically to see how the parts make up the whole.
	□ Natural forms reveal many different structures; e.g., skeletal, spiral, orbital, radial, floating, grid, fan, arch, concentric, faceted.
ASSESSMENT: Students will impose standards on designed objects and invent improved versions.	□ Shapes evolve and change over time.
	□ Designed objects can be evaluated on the basis of function and attractiveness.
	□ Criteria are necessary for the evaluation of designed objects.
	□ Improved designs can be conceived for any object.
APPRECIATION: Students will interpret artworks for their symbolic meaning.	□ Artistic style affects the emotional impact of an artwork.
	□ An artwork can be analyzed for the meaning of its visible components and their interrelationships.
	□ Artworks contain symbolic representations of a subject or theme.
	□ Artworks can be appreciated at many different levels, literal and symbolic.
	□ An art critic helps us to understand works of art.
Depiction	
MAIN FORMS AND PROPORTION: Students will modify forms by abstraction, distortion and other transformations.	□ The direction of shapes determines the static or dynamic quality of the work.
	□ Shapes can be enhanced with complexities, embedded or extended forms.
	□ The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.
	□ Forms can reveal their functions.

	□ Shapes can be abstracted or reduced to their essence.
	□ Shapes can be distorted for special reasons.
	□ Sighting techniques can be used to analyze the proportions of things.
	□ Receding planes and foreshortened forms create depth in a picture plane.
	□ Gridding can be used for systematically capturing or distorting the proportions of things.
ACTIONS AND VIEWPOINTS: Students will refine methods and techniques for more effortless image making.	□ Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.
	□ Using a finder or viewing frame helps to see an action within a format.
	□ Pushing out a shape from the inside to the edges allows a flexible means of catching the position.
	□ Size interchange affects the apparent position of something.
	□ Surface reflections, shading and shadows affect the viewpoints.
QUALITIES AND DETAILS: Students will employ surface qualities for specific effects	□ Colour harmonies affect the mood and feeling of the viewer.
	□ Tonal interchanges enhance a work.
	□ Distinguishing characteristics of things can be portrayed vividly or subtly.
	□ The character of marks is influenced by drawing or painting tools and methods.
Composition	
EMPHASIS: Students will create emphasis through the use of structural devices and strategies.	□ Viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest.
	□ The important area in a composition can be enhanced by radial, conical and framing structures.

	□	Rhythmic features can lead the eye to the dominant area in a composition.
	□	Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.
	□	Labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.
UNITY: Students will create unity by integrating the parts of a composition into the whole.	□	Implied line produces tensions and connections to achieve unity.
	□	Foreground to background movement keeps the interest within a composition.
	□	Transitions of colour, texture or tone relate the parts of a composition to a unified whole.
	□	Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
	□	Interesting negative space complements and binds the positive areas into an harmonious whole.
	□	Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.
CRAFTSMANSHIP: Students will perfect images through economical use of material and efficiency of effort.	□	Minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.
	□	Skill in getting the most from the least.
Expression		
PURPOSE 1: Students will illustrate or tell a story.	□	Everyday activities can be documented visually.
	□	Special events, such as field trips, visits and festive occasions can be recorded visually.
	□	Family groups and people relationships can be recorded visually.
	□	Knowledge gained from study or experimentation can be recorded visually.
	□	National and international events can be recorded visually.

PURPOSE 2: Students will illustrate or tell a story.	□ A narrative can be retold or interpreted visually.
	□ An original story can be created visually.
	□ Material from any subject discipline can be illustrated visually.
PURPOSE 3: Students will decorate items personally created.	□ Details, patterns or textures can be added to two-dimensional works.
	□ Details, patterns or textures can be added to the surface of three-dimensional works.
PURPOSE 4: Students will express a feeling or a message.	□ Feelings and moods can be interpreted visually.
	□ Specific messages, beliefs and interests can be interpreted visually, or symbolized.
PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.	□ Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:	□ Plants and animals □ Environments and places □ Manufactured or human-made things □ Fantasy □ People

MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, printmaking, sculpture, fabric arts, photography and technographic arts.	*Drawing*
	□ Continue to explore ways of using drawing materials.
	□ Use drawing tools to make a variety of lines extending beyond previous levels into illusion.
	□ Use drawing tools to make a variety of shapes and structures extending beyond previous levels to exploring and enclosing forms, active and passive forms, concave, convex forms, concentric and branching structures.
	□ Use models to make drawings with increasing accuracy.
	□ Use drawing to add details, textures, create patterns or suggest volume including hatching and cross-hatching, shading, dotting.
	□ Make gesture drawings or scribble drawings to show action or movement.
	□ Make drawings from a wide range of viewpoints.

	□ Use distortion of line and shape in drawing for special design effects, cartoons or caricatures.
	□ Make serial drawings to simulate movement.
	□ Abstract or simplify a form.
	□ Indicate perspective in drawings.
	Painting
	□ Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.
	□ Continue to paint, using experimental methods including without a brush.
	□ Continue working with tempera paint or tempera paint thickened with additives, such as liquid laundry starch, fabric softener, wallpaper paste and water colour, and be introduced to acrylic.
	□ Mix and use colour tones to achieve perspective.
	□ Use analogous colours, colours close to each other on the colour wheel, to harmonize the colours of the composition.
	□ Continue to use paint in combination with other media and techniques.
	□ Use washes under and over painted images to indicate colour value from light to dark, and simulate depth of field.
	□ Create impasto effects.
	Printmaking
	□ Further explore print-making materials and their uses and effects.
	□ Make prints by using incised (carved or indented) surfaces—wood, soap, wax, erasers, plaster of Paris, clay, styrofoam.
	□ Use prepared brayers or rollers to make a pattern.
	□ Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.
	□ Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication than at previous levels.

	Sculpture
	☐ Continue clay modelling, going beyond previous levels to include more advanced slab techniques; e.g., cutting, welding to make cylindrical shapes, draping over objects; use of armatures, coil pots; coloured slip; application of stains.
	☐ Continue exploring paper sculpture techniques.
	☐ Advance wood construction from previous grades to include such techniques as pegging, using screws, finer shaping by sanding, filing, drilling, chiselling, carving and experimenting with the texture of wood.
	☐ Continue casting of plaster and advance to casting blocks of plaster of Paris mixed with a material such as vermiculite, zonolite or coffee grounds for the purpose of carving (subtractive sculpture).
	☐ Advance wire sculpture to include tying, coiling, wrapping, soldering in combination with other materials.
	Fabric Arts
	☐ Decorate fabric with more complex stitching techniques than previous levels, including variations of cross-stitch, feather stitch, chain stitch, daisy stitch.
	☐ Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.
	☐ Continue to advance batik techniques to include two or more dyes.
	☐ Continue to use collage, braiding and tie-dyeing techniques from previous grades, if applicable.
	☐ Continue to use appliqué as a designing or decorating device, and extend to quilting in selected areas.
	Photography and Technographic Arts
	Take advantage of the visual art implications of any available technological device and explore the potential of emerging technologies. Included at this level, and advancing from previous grades:

	□ simple camera used for specific purposes such as close-ups, medium shots, long shots of same subject matter; various viewpoints, action, composition
	□ overhead projector for experimenting and composing with shape, line or colour including the use of fluid media (water, oil, food colouring), coloured acetates
	□ computer and computer software package and input devices, such as light pen, the mouse and tablets, to explore, design, compose, animate and program to make geometric shapes and designs
	□ copying devices for making compositions that involve paste-ups, distortions, reductions, block-outs
	□ laserdisc visuals interfaced with the computer for study and motivation purposes
	□ 8 mm movie camera for documentation, sequencing, capturing movement, animation
	□ lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects
	□ video camera to compose
	□ slides for recording and sharing; handmade for understanding composition and pattern
	□ filmstrips handmade for documentation, sequencing and storytelling
	□ emerging new technologies, as available and applicable.
	Employ technological media techniques, practices and capabilities to promote art understanding, and create designs and compositions. Included at this level and advancing from previous grades: □ pinhole camera construction □ developing film

	□ drawing directly on film or scratching for animation
	□ selecting and synchronizing music and/or sound effects for a set of slides, short film, videotape
	□ making or capturing visuals that carry a story and/or accompany a script
	□ handmade slides

Health & Physical Education

Wellness Choices

Section	Specific Expectations
Personal Health	
By the end of Grade 5, Students will:	□ examine the impact of physical activity, nutrition, rest and immunization on the immune system
	□ assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath
	□ identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception
	□ examine the impact that changes in interests, abilities and activities may have on body image
	□ examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual

	preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes
	☐ examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social
Safety and Responsibility	
By the end of Grade 5, students will:	☐ identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture
	☐ promote safety practices in the school and community
	☐ determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines
	☐ describe and demonstrate ways to assist with injuries of others; e.g., basic first aid

Relationship Choices

Section	Specific Expectations
Understanding and Expressing Feelings	
By the end of Grade 5, students will:	☐ recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt
	☐ identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement
	☐ recognize that stressors affect individuals differently, and outline

	ways individuals respond to stress
	☐ practise effective communication skills; e.g., active listening, perception checks
Interactions	
By the end of Grade 5, students will:	☐ identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss
	☐ investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships
	☐ apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions
Group Roles and Processes	
By the end of Grade 5, students will:	☐ develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations
	☐ explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

Life Learning Choices

Section	Specific Expectations
Learning Strategies	
By the end of Grade 5, students will:	☐ identify and implement an effective time management plan; e.g., prioritize goals
	☐ affirm personal skill development; e.g., identify and analyze changes in

	personal interests, strengths and skills
	☐ investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making
	☐ analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

Life Roles and Career Development

By the end of Grade 5, students will:	☐ relate personal skills to various occupations
	☐ assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media

Volunteerism

By the end of Grade 5, students will:	☐ identify, within the school, the volunteer service accomplishments of staff and students
	☐ develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies

Activity

General Outcome	Specific Expectations
By the end of Grade 5, students will: acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics,	*Basic Skills—Locomotor*
	☐ select, perform and refine more challenging locomotor sequences
	☐ consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to

individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.	improve personal performance
	Basic Skills—Non Locomotor
	☐ Students will select, perform and refine more challenging nonlocomotor sequences
	☐ Students will consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
	Basic Skills—Manipulative: Receiving, Retaining, Sending
	☐ select, perform and refine more challenging ways to receive, retain and send an object with control
	☐ consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship
	Application of Basic Skills in an Alternative Environment
	☐ select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
	Application of Basic Skills in Dance
	☐ demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
	☐ demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
	Application of Basic Skills in Games
	☐ apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone
	☐ demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
	Application of Basic Skills in Types of Gymnastics
	☐ apply and refine basic skills and elements of body and space

	awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
	Application of Basic Skills in individual activities
	☐ select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

Benefits Health

General Outcome	Specific Expectations
By the end of Grade 5, students will: -understand, experience and appreciate the health benefits that result from physical activity.	*Functional Fitness*
	☐ explain the relationship between nutritional habits and physical activity
	☐ demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
	☐ identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities
	Body Image
	☐ acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
	Well-being
	☐ infer positive benefits gained from specific physical activities
	☐ describe how physical activity influences physical fitness and the body systems
	☐ understand the connection between physical activity, stress management and relaxation

Cooperation

General Outcome	Specific Expectations
By the end of Grade 5, students will: -interact positively with others.	*Communication*
	☐ identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity
	Fair Play
	☐ identify and demonstrate etiquette and fair play

Leadership	
	☐ select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences
Teamwork	
	☐ identify and demonstrate practices that contribute to teamwork
	☐ identify and demonstrate positive behaviours that show respect for self and others

Do it Daily ... for Life!

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

	within the school and the community
	□ identify factors made to be active within group or individual activities on a daily basis

French

_____

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

1. My Elementary School
   -classroom timetable
   -school personnel
   -areas inside and outside the school
   -healthy school snacks
   -arithmetic operations

2. Our Friends- The Animals
   -common farm animals
   -common wild animals
   -physical traits of animals
   -animal habitats

3. Clothes
   -seasonal clothes
   -clothing preferences
   -clothes for different occasions

4. My Home
   -type of dwelling

-rooms in my home
-structure of a room
-my room

5. Le Festival du Voyageur
   -location and date
   -symbols and activities

6. Four Holidays and Celebrations:
   -greetings, symbols and colours associated with the four holidays and celebrations

7. And other areas of interest

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

Communication

Section	Specific Expectations
Listening Comprehension	
□ demonstrate understanding of key words and ideas contained in simple, concrete oral texts by:	
	□ responding with physical actions
	□ answering in English
	□ using graphic representations
	□ yes/no statements
	□ simple identification at the word level or global expressions
Reading Comprehension	
□ demonstrate understanding of key words and ideas in simple, concrete oral texts :	
	□ by responding with physical actions
	□ by underlining, highlighting, matching, drawing or using English
Oral Production	
	□ express simple oral messages by using gestures, one word

	utterances, memorized global expressions or simple, concrete sentences based on available models
Written Production	
	☐ express simple written messages by copying, labelling, substituting words or using simple concrete sentences based on available models.

Language

Section	Specific Expectations
Knowledge of Language Concepts	
	☐ name the three indefinite articles (un, une, des) and the four definite articles (le, la, l', les)
	☐ state, orally in their own words, that the article changes according to the gender and the number of the noun
	☐ state, orally in their own words, that the definite article l' is used with nouns beginning with a vowel or silent h
	☐ state, orally in their own words, that the form of the adjective may change according to the gender and the number of the noun described
	☐ state, orally in their own words, that the addition of an "e" changes a masculine adjective to a feminine adjective in most cases
	☐ state, orally in their own words, that the addition of an "s" changes a singular adjective to a plural adjective in most cases
	☐ state, orally in their own words, that the possessive adjective changes according to the gender and the number of the noun
	☐ state, orally in their own words, that there are three words to indicate ownership for "his/her" (son, sa, ses)
	☐ state, orally in their own words, that the preposition de can be used to indicate possession (e.g., C'est le crayon de John.)
	☐ identify words that are used to formulate a question (e.g., qui, quand, comment)

	□ state, orally in their own words, that personal subject pronouns replace a noun
	□ name all of the personal subject pronouns
	□ identify the singular (je, tu, il, elle, on) and the plural (nous, vous, ils, elles) personal subject pronouns
	□ explain that the vous form of the verb is used when addressing an adult or two or more people
	□ state that a masculine name or noun is replaced by the pronoun il
	□ state that a feminine name or noun is replaced by the pronoun elle
	□ state that two or more masculine names or nouns are replaced by the pronoun ils
	□ state that two or more feminine names or nouns are replaced by the pronoun elles
	□ state that a masculine name or names, a masculine noun or nouns plus any combination of feminine names or nouns are replaced by the pronoun ils
	□ state, orally in their own words, that the infinitive is a word that names an action verb (e.g., sauter) or a state of being verb (e.g., être)
	□ state, orally in their own words, that every verb in French changes its form according to the personal subject pronoun used
	□ distinguish a command from a statement
	□ distinguish between affirmative and negative sentences
	□ state, orally in their own words, how to formulate a question using the question words

Knowledge of Vocabulary

□ demonstrate an understanding of vocabulary associated with:

	□ the school day and time of day
	□ the classroom timetable

	☐ expressions of time using the 12-hour clock
	☐ school personnel
	☐ areas inside and outside the school
	☐ healthy school snacks
	☐ numbers to 1000
	☐ written numbers 0–100
	☐ categories of animals
	☐ common farm animals
	☐ common wild animals
	☐ animal anatomy
	☐ physical traits of animals
	☐ animal habitats
	☐ common clothing items and basic accessories
	☐ main types of dwellings
	☐ the main rooms of the house
	☐ the interior structure of a room
	☐ furnishings in a student's room
	☐ le Festival du Voyageur
	☐ holiday greetings and wishes
	☐ common holiday symbols
	☐ possession
	☐ questions

Application of Vocabulary and Language Concepts

☐ Use the following linguistic elements, mainly orally and sometimes in written form, in modelled situations, to communicate a simple message:

	☐ vocabulary and language concepts presented in Grade 4
	☐ vocabulary for time of day (e.g., matin, après-midi, soir, pendant la récréation)
	☐ vocabulary for time using the 12-hour clock (e.g., Il est huit heures trente
	☐ the names of elementary school subjects (e.g., les sciences, les mathématiques)
	☐ the position titles of school personnel (e.g., le directeur adjoint, la directrice adjointe, le concierge, l'aide enseignant)
	☐ the names of locations inside and outside the elementary school (e.g., le gymnase, le bureau, le terrain de jeux)
	☐ vocabulary related to healthy school snacks (e.g., une pomme, du céleri, du granola, du fromage, des noix)
	☐ numbers to 1000
	☐ written numbers 32–100
	☐ vocabulary associated with categories of animals (e.g., les animaux de compagnie, les animaux de ferme, les animaux sauvages)
	☐ the names of common farm animals (e.g., une vache, un cochon)
	☐ the names of common wild animals (e.g., un tigre, un ours)
	☐ vocabulary related to animal anatomy (e.g., le bec, la queue, les pattes)
	☐ adjectives related to size and colours of animals (e.g., gros, petit, roux)
	☐ the names of habitats of common wild animals (e.g., la forêt, la prairie, les montagnes, un marécage, la mer, le désert)
	☐ the names of clothing items and basic accessories worn for different occasions (e.g., holidays, celebrations, weather conditions, sports)
	☐ names of main types of dwellings (e.g., une maison, un appartement)

	□ names of the main interior parts of a room (e.g., un mur, le plancher, une fenêtre)
	□ names of objects and furnishings in a student's room (e.g., une affiche, un lit, un tapis)
	□ names of the main rooms of the house (e.g., la salle de bains, une chambre à coucher)
	□ vocabulary associated with le Festival du Voyageur (e.g., la ceinture fléchée, le canotage)
	□ the names of traditional holidays
	□ colours associated with traditional holidays (e.g., Noël – le rouge et le vert)
	□ symbols associated with traditional holidays (e.g., Noël – le père Noël, un sapin)
	□ holiday greetings and wishes (e.g., Joyeux Noël/Bonne Année)
	□ the possessive adjectives son, sa, ses
	□ the preposition de + noun to indicate possession (e.g., C'est la chambre de Kristi.)
	□ prepositions and prepositional phrases of location (e.g., Le bureau

	est en face de ma salle de classe./Le salon est à côté de la cuisine.)
	☐ questions such as Combien de…?/Qu'est-ce que…?/Où se trouve(nt)…?/
	☐ Comment…?/Qui…?/Où est/sont…?/Quelle heure est-il?)
	☐ singular forms of the verbs aimer, porter, se trouver, parler, détester, travailler, faire, étudier, aller, habiter
	☐ singular forms of the verb manger (e.g., Je mange une pomme.)
	☐ singular forms of the verb boire (e.g., Je bois du lait.)
	☐ all forms of the verbs avoir and être
	☐ the negative structure ne… pas
	☐ correct pronunciation of known words

Culture

☐ identify, with teacher assistance:

	☐ that the terms a.m. and p.m. are not used in French to express "before noon" and "after noon"
	☐ what constitutes a snack for elementary students in France
	☐ when and where elementary students in France typically eat snacks
	☐ spacing of four digit numbers (e.g., 1 000)
	☐ the abbreviation for hour (h)
	☐ abbreviations for Monsieur—M., Madame—Mme, Mademoiselle—Mlle (in France)
	☐ recognize elements of Francophone cultures in the school (e.g., French posters, a French section in the school library)
	☐ identify a variety of ways for enhancing contact, directly or indirectly, with people of Francophone origin (e.g., penpals, e-pals, radio, television)

	□ seek out information about Francophones from authentic sources (e.g., an elementary school timetable from Québec or France)
	□ recognize that the French accents are accessible on a French keyboard or through the use of specific computer commands
□ Demonstrate awareness of the following cultural characteristics of the French language:	
	□ that clothing labels in Canada are available in at least two languages— French and English
	□ that food products sold in Canada have/contain information and instructions in at least two languages—French and English

Language Learning Strategies

Section	Specific Expectations
Comprehension Strategies	
□ Develop and use comprehension strategies to facilitate the understanding of an oral or written message:	
Cognitive	□ guess the meaning of an unknown word or expression
	□ use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)
	□ associate a gesture, a symbol or an illustration with a message
	□ identify cognates
	□ identify word families
	□ activate prior knowledge and experiences
	□ predict what information a text may contain
	□ activate first language listening and reading skills
	□ represent meaning by using mental images, illustrations or graphic representations
	□ use repetition (e.g., listen again to a text or reread a text that

	is causing difficulty)
Socio-affective	□ participate willingly in French language learning experiences
	□ take the risk to listen to or read a new text in French
	□ ask questions, in the first language, to clarify or verify that a message has been understood
	□ tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning
	□ collaborate with others to build confidence and exchange information
Metacognitive	□ focus attention on the activity to be carried out
	□ activate prediction skills based on previous knowledge and experience
	□ focus attention on the required information
	□ focus attention on what is known and ignore what is unknown

Production Strategies

□ Develop and use production strategies to produce a simple oral or written message:

Cognitive	□ repeat a word, an expression, a pattern, a presentation, etc., silently or aloud
	□ use models to create a similar text
	□ use reference materials (e.g., vocabulary and expressions posted in the classroom)
	□ activate prior knowledge and experiences
	□ prepare a draft of the message
	□ find a different way of conveying a message (e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning)

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

	☐ repeat a new word or expression, silently or aloud
	☐ repeat a new word silently and associate it with an image
	☐ repeat a new word saying the letters or syllables that make up the word
	☐ use physical actions in conjunction with new vocabulary
	☐ create a rhyme or a song to help remember vocabulary, expressions or grammatical rules.