

Learning Outcomes for Grade 5

English Language Arts

Oral Language (Speaking and Listening)

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| A1 | <ul style="list-style-type: none">• use speaking and listening to interact with others for the purposes of<ul style="list-style-type: none">– contributing to a class goal– sharing ideas and opinions– improving and deepening comprehension– solving problems– completing tasks |
| A2 | <ul style="list-style-type: none">• use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by<ul style="list-style-type: none">– staying on topic in a focussed discussion– recounting experiences in a logical order– using an effective introduction and conclusion– using details or examples to enhance meaning– explaining and supporting a viewpoint |
| A3 | <ul style="list-style-type: none">• listen purposefully to understand ideas and information, by<ul style="list-style-type: none">– summarizing main ideas and supporting details– generating questions– visualizing and sharing– identifying opinions or viewpoints– ignoring distractions |

Strategies (Oral Language)

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| A4 | <ul style="list-style-type: none">• select and use strategies when interacting with others, including<ul style="list-style-type: none">– accessing prior knowledge– making and sharing connections– asking questions for clarification and understanding– taking turns as speaker and listener– paraphrasing to clarify meaning |
| A5 | <ul style="list-style-type: none">• select and use strategies when expressing and presenting ideas, information, and feelings, including<ul style="list-style-type: none">– setting a purpose– accessing prior knowledge– generating ideas– making and sharing connections– asking questions to clarify and confirm meaning– organizing information– practising delivery– self-monitoring and self-correcting in response to feedback |
| A6 | <ul style="list-style-type: none">• select and use strategies when listening to make and clarify meaning, including<ul style="list-style-type: none">– accessing prior knowledge– making predictions about content before listening– focussing on the speaker– listening for specifics– generating questions– recalling, summarizing, and synthesizing– visualizing |

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| | <ul style="list-style-type: none"> – monitoring comprehension |
| Thinking (Oral Language) | |
| A7 | <ul style="list-style-type: none"> • demonstrate enhanced vocabulary knowledge and usage |
| A8 | <ul style="list-style-type: none"> • use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts |
| A9 | <ul style="list-style-type: none"> • use speaking and listening to improve and extend thinking, by <ul style="list-style-type: none"> – acquiring new ideas – making connections and asking questions – comparing and analysing ideas – developing explanations – considering alternative viewpoints – investigating problems and creating solutions |
| A10 | <ul style="list-style-type: none"> • reflect on and assess their speaking and listening, by <ul style="list-style-type: none"> – referring to class-generated criteria – reflecting on and discussing peer and adult feedback – setting goals and creating a plan for improvement – taking steps toward achieving goals |
| Features (Oral Language) | |
| A11 | <ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> – text structure – a variety of sentence lengths, structures, and types – smooth transitions – syntax (i.e., grammar and usage) – enunciation – nonverbal communication – receptive listening posture |
| A12 | <ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – sound devices – root words – word families – structural sequencing cues – idiomatic expressions |
| Purposes (Reading and Viewing) | |
| B1 | <ul style="list-style-type: none"> • read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including – <ul style="list-style-type: none"> – stories from various Aboriginal and other cultures – stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) – poems that make obvious use of literary devices |
| B2 | <ul style="list-style-type: none"> • read fluently and demonstrate comprehension of grade-appropriate information texts, such as <ul style="list-style-type: none"> – non-fiction books – textbooks and other instructional materials – materials that contain diagrams, charts, illustrations, or graphs – reports and articles from newspapers and children’s magazines – reference material – web sites designed for children – instructions and procedures |

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| B3 | <ul style="list-style-type: none"> • read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension |
| B4 | <ul style="list-style-type: none"> • view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising) |
| Strategies (Reading and Viewing) | |
| B5 | <ul style="list-style-type: none"> • select and use strategies before reading and viewing to develop understanding of text, including <ul style="list-style-type: none"> – setting a purpose and considering personal reading goals – accessing prior knowledge to make connections – making predictions – asking questions – previewing texts |
| B6 | <ul style="list-style-type: none"> • select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> – predicting – making connections – visualizing – asking and answering questions – making inferences and drawing conclusions – using ‘text features’ – self-monitoring and self-correcting – figuring out unknown words – reading selectively – determining the importance of ideas/events – summarizing and synthesizing |
| B7 | <ul style="list-style-type: none"> • select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> – self-monitoring and self-correcting – generating and responding to questions – making inferences and drawing conclusions – reflecting and responding – visualizing – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing |
| Thinking (Reading and Viewing) | |
| B8 | <ul style="list-style-type: none"> • respond to selections they read or view, by <ul style="list-style-type: none"> – expressing an opinion with supporting evidence – explaining connections (text-to-self, text-to-text, and text-to-world) – identifying personally meaningful selections, passages, and images |
| B9 | <ul style="list-style-type: none"> • read and view to improve and extend thinking, by <ul style="list-style-type: none"> – developing explanations – distinguishing between fact and opinion – analysing texts to consider alternatives – drawing conclusions – comparing various viewpoints – summarizing and synthesizing |
| B10 | <ul style="list-style-type: none"> • reflect on and assess their reading and viewing, by |

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| | <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals |
| Features (Reading and Viewing) | |
| B11 | <ul style="list-style-type: none"> • explain how structures and features of text work to develop meaning, including <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes) – literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) – literary devices (e.g., imagery, sensory detail, simile, metaphor) – idiomatic expressions |
| Purposes (Writing and Representing) | |
| C1 | <ul style="list-style-type: none"> • write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> – clearly developed ideas by using effective supporting details, explanations, and comparisons – sentence fluency through sentence variety and lengths, with increasing rhythm and flow – effective word choice by using a greater number of new, powerful, and more precise words – an emerging and honest voice – an organization that is meaningful, logical, and effective, and showcases a central idea or theme |
| C2 | <ul style="list-style-type: none"> • write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring <ul style="list-style-type: none"> – clearly developed ideas by using interesting supporting details and explanations – sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style – effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs – a voice demonstrating an appreciation of, and interest in, the topic – an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details |
| C3 | <ul style="list-style-type: none"> • write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring <ul style="list-style-type: none"> – well-developed ideas through the use of supporting details especially interesting sensory detail – sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity – effective word choice by using engaging figurative and sensory language – a voice demonstrating an emerging sense of individuality – an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion |
| C4 | <ul style="list-style-type: none"> • create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> – development of ideas by making connections to personal feelings, experiences, opinions, and information – an expressive voice – an organization in which key ideas are evident |
| Strategies⁵ (Writing and Representing) | |
| C5 | <ul style="list-style-type: none"> • select and use strategies before writing and representing, including <ul style="list-style-type: none"> – setting a purpose – identifying an audience, genre, and form – analysing examples of successful writing and representing in different forms and genres to identify key |

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| | <p>criteria</p> <ul style="list-style-type: none"> – developing class-generated criteria based on analysis of the form of writing or representing – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics |
| C6 | <ul style="list-style-type: none"> • select and use strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> – referring to class-generated criteria – analysing models of literature – accessing multiple sources of information – consulting reference materials – considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency – ongoing revising and editing |
| C7 | <ul style="list-style-type: none"> • select and use strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> – checking their work against established criteria – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) |
| Thinking (Writing and Representing) | |
| C8 | <ul style="list-style-type: none"> • use writing and representing to express personal responses and relevant opinions about experiences and texts |
| C9 | <ul style="list-style-type: none"> • use writing and representing to extend thinking, by <ul style="list-style-type: none"> – developing explanations – expressing alternative opinions or perspectives – exploring new ideas (e.g., expressing an unfamiliar viewpoint) |
| C10 | <ul style="list-style-type: none"> • reflect on and assess their writing and representing, by <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals |
| Features (Writing and Representing) | |
| C11 | <ul style="list-style-type: none"> • use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> – complete simple and compound sentences and begin to use complex sentences – effective paragraphing – past, present, and future tenses – capitalization in titles, headings, and subheadings – passages of dialogue indicated with quotation marks and paragraphs – appropriate uses of apostrophes – conventional Canadian spelling for familiar and frequently used words – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus) – legible writing with alignment, shape, and slant |
| Mathematics | |
| Number | |
| A1 | <ul style="list-style-type: none"> • represent and describe whole numbers to 1 000 000 |
| A2 | <ul style="list-style-type: none"> • use estimation strategies including front-end rounding, compensation, and compatible numbers in problem-solving contexts |

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| A3 | <ul style="list-style-type: none"> • apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s facts, and using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts |
| A4 | <ul style="list-style-type: none"> • apply mental mathematics strategies for multiplication, such as annexing then adding zero, halving and doubling, and using the distributive property |
| A5 | <ul style="list-style-type: none"> • demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems |
| A6 | <ul style="list-style-type: none"> • Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems |
| A7 | <ul style="list-style-type: none"> • demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions and compare fractions with like and unlike denominators |
| A8 | <ul style="list-style-type: none"> • describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically |
| A9 | <ul style="list-style-type: none"> • relate decimals to fractions (to thousandths) |
| A10 | <ul style="list-style-type: none"> • compare and order decimals (to thousandths) by using benchmarks, place value, and equivalent decimals |
| A11 | <ul style="list-style-type: none"> • demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) |
| PATTERNS AND RELATIONS | |
| Patterns | |
| B1 | <ul style="list-style-type: none"> • determine the pattern rule to make predictions about subsequent elements |
| Variables and Equations | |
| B2 | <ul style="list-style-type: none"> • solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions |
| SHAPE AND SPACE | |
| Measurement | |
| C1 | <ul style="list-style-type: none"> • design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions |
| C2 | <ul style="list-style-type: none"> • demonstrate an understanding of measuring length (mm) by <ul style="list-style-type: none"> - selecting and justifying referents for the unit mm -modelling and describing the relationship between mm and cm units, and between mm and m units |
| C3 | <ul style="list-style-type: none"> • demonstrate an understanding of volume by <ul style="list-style-type: none"> -selecting and justifying referents for cm³ or m³ units -estimating volume by using referents for cm³ or m³ -measuring and recording volume (cm³ or m³) -constructing rectangular prisms for a given volume |
| C4 | <ul style="list-style-type: none"> • demonstrate an understanding of capacity by <ul style="list-style-type: none"> -describing the relationship between mL and L -selecting and justifying referents for mL or L units -estimating capacity by using referents for mL or L -measuring and recording capacity (mL or L) |

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| | 3-D Objects and 2-D Shapes |
| C5 | <ul style="list-style-type: none"> describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are <ul style="list-style-type: none"> -parallel -intersecting -perpendicular -vertical -horizontal |
| C6 | <ul style="list-style-type: none"> identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, rhombuses according to their attributes |
| | Transformations |
| C7 | <ul style="list-style-type: none"> perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image |
| C8 | <ul style="list-style-type: none"> identify a single transformation, including a translation, rotation, and reflection of 2-D shapes |
| | Science |
| | Processes and Skills of Science |
| | It is expected that students will: |
| 1 | <ul style="list-style-type: none"> identify variables that can be changed in an experiment |
| 2 | <ul style="list-style-type: none"> evaluate the fairness of a given experiment |
| 3 | <ul style="list-style-type: none"> describe the steps in designing an experiment |
| | Life Science: Human Body |
| | It is expected that students will: |
| 4 | <ul style="list-style-type: none"> describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems |
| 5 | <ul style="list-style-type: none"> explain how the different body systems are interconnected |
| | Physical Science: Forces and Simple Machines |
| 6 | It is expected that students will: |
| 7 | <ul style="list-style-type: none"> demonstrate how various forces can affect the movement of objects |
| 8 | <ul style="list-style-type: none"> demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw, and wheel |
| 9 | <ul style="list-style-type: none"> design a compound machine |
| 10 | <ul style="list-style-type: none"> describe applications of simple and compound machines used in daily life in BC communities |
| | Earth and Space Science: Renewable and Non-Renewable Resources |
| | It is expected that students will: |
| 11 | <ul style="list-style-type: none"> analyse how BC's living and non-living resources are used |
| 12 | <ul style="list-style-type: none"> identify methods of extracting or harvesting and processing BC's resources |

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| 13 | <ul style="list-style-type: none"> analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources |
| 14 | <ul style="list-style-type: none"> describe potential environmental impacts of using BC's living and non-living resources |
| Social Studies | |
| SKILLS AND PROCESSES OF SOCIAL STUDIES | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues |
| A2 | <ul style="list-style-type: none"> use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada |
| A3 | <ul style="list-style-type: none"> gather a body of information from a variety of primary and secondary sources |
| A4 | <ul style="list-style-type: none"> create a presentation on a selected topic |
| A5 | <ul style="list-style-type: none"> defend a position on a selected topic |
| A6 | <ul style="list-style-type: none"> implement a plan of action to address a selected school, community, or national problem or issue |
| IDENTITY, SOCIETY, AND CULTURE | |
| It is expected that students will: | |
| B1 | <ul style="list-style-type: none"> describe the significance of key events and factors in the development of BC and Canada, including the fur trade, the railroad and the Fraser/Cariboo gold rush |
| B2 | <ul style="list-style-type: none"> assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada |
| B3 | <ul style="list-style-type: none"> describe the contributions of significant individuals to the development of Canada's identity |
| GOVERNANCE | |
| It is expected that students will: | |
| C1 | <ul style="list-style-type: none"> demonstrate knowledge of how Confederation formed Canada as a nation |
| C2 | <ul style="list-style-type: none"> describe levels, responsibilities, and the election of government in Canada |
| C3 | <ul style="list-style-type: none"> identify the distinct governance structures of First Nations in Canada |
| ECONOMY AND TECHNOLOGY | |
| It is expected that students will: | |
| D1 | <ul style="list-style-type: none"> analyse the relationship between the economic development of communities and their available resources |
| D2 | <ul style="list-style-type: none"> analyse the development of transportation systems in BC and Canada |
| HUMAN AND PHYSICAL ENVIRONMENT | |
| It is expected that students will: | |
| E1 | <ul style="list-style-type: none"> describe the major physical regions of Canada |

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| E2 | <ul style="list-style-type: none"> describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, and energy resources |
| E3 | <ul style="list-style-type: none"> explain why sustainability is important |
| E4 | <ul style="list-style-type: none"> analyse environmental effects of settlement in early BC and Canada |
| Health and Career Education | |
| Goals and Decisions | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making |
| A2 | <ul style="list-style-type: none"> demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance) |
| Career Development | |
| It is expected that students will: | |
| B1 | <ul style="list-style-type: none"> identify types of work that interest them |
| B2 | <ul style="list-style-type: none"> relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school) |
| Health | |
| Healthy Living | |
| It is expected that students will: | |
| C1 | <ul style="list-style-type: none"> identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media) |
| C2 | <ul style="list-style-type: none"> describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health |
| C3 | <ul style="list-style-type: none"> describe the physical, emotional, and social changes associated with puberty |
| C4 | <ul style="list-style-type: none"> 4 describe practices that help to prevent communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition) and non-communicable diseases (e.g., regular physical activity, healthy eating, stress management) |
| Healthy Relationships | |
| It is expected that students will: | |
| C5 | <ul style="list-style-type: none"> assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends |
| C6 | <ul style="list-style-type: none"> analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity) |
| Safety and Injury Prevention | |
| It is expected that students will: | |
| C7 | <ul style="list-style-type: none"> describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators) |

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| C8 | <ul style="list-style-type: none"> describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road |
| C9 | <ul style="list-style-type: none"> demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave) |
| Substance Misuse Prevention | |
| It is expected that students will: | |
| C10 | <ul style="list-style-type: none"> analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief) |
| Physical Education | |
| Active Living | |
| Knowledge | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends) |
| A2 | <ul style="list-style-type: none"> define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility |
| A3 | <ul style="list-style-type: none"> analyse the relationship between nutrition and physical activity |
| A4 | <ul style="list-style-type: none"> set a personal goal for physical activity |
| Participation | |
| It is expected that students will: | |
| A5 | <ul style="list-style-type: none"> participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility |
| Movement Skills | |
| It is expected that students will: | |
| B1 | <ul style="list-style-type: none"> demonstrate preparation (ready position), movement, and follow-through phases of a selected activity |
| B2 | <ul style="list-style-type: none"> demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings |
| B3 | <ul style="list-style-type: none"> demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels |
| B4 | <ul style="list-style-type: none"> create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills |
| Safety, Fair Play, and Leadership | |
| It is expected that students will: | |
| C1 | <ul style="list-style-type: none"> demonstrate safe use of equipment and facilities to avoid putting self and others at risk |
| C2 | <ul style="list-style-type: none"> describe the importance of warmup and cool down routines for specific activities (e.g., safety, efficiency, focus) |
| C3 | <ul style="list-style-type: none"> demonstrate fair play in physical activity |

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| C4 | <ul style="list-style-type: none"> demonstrate leadership in physical activity |
| Fine Arts | |
| Dance | |
| Creating Dance | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> move in response to a variety of sounds, music, images, and feelings |
| A2 | <ul style="list-style-type: none"> create movement sequences based on choreographic forms |
| A3 | <ul style="list-style-type: none"> apply the creative process — with emphasis on selecting and combining — to create dance compositions |
| Elements of Dance | |
| B1 | <ul style="list-style-type: none"> use elements of movement in combination |
| B2 | <ul style="list-style-type: none"> demonstrate the principles of movement — alignment, balance, flexibility, strength, and breathing — in dance |
| B3 | <ul style="list-style-type: none"> compare techniques associated with particular dance styles |
| B4 | <ul style="list-style-type: none"> identify ways in which safety and health-related choices affect dance |
| Context | |
| C1 | <ul style="list-style-type: none"> identify distinguishing features of dances from a variety of specific contexts |
| C2 | <ul style="list-style-type: none"> identify personal opportunities for dance in the local community |
| Presenting and Performing | |
| D1 | <ul style="list-style-type: none"> rehearse dance for presentation |
| D2 | <ul style="list-style-type: none"> demonstrate performance skills appropriate to a given dance performance situation |
| D3 | <ul style="list-style-type: none"> apply established criteria to analyse their own and others' work |
| Drama | |
| Exploring and Creating | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> express a variety of ideas and perspectives through drama |
| A2 | <ul style="list-style-type: none"> demonstrate collaborative skills during drama |
| Drama Forms, Strategies, and Skills | |
| B1 | <ul style="list-style-type: none"> use a variety of vocal elements and movement elements to communicate meaning |
| B2 | <ul style="list-style-type: none"> participate in a variety of drama forms |
| B3 | <ul style="list-style-type: none"> participate safely in drama activities |
| Context | |
| C1 | <ul style="list-style-type: none"> assess how drama can affect personal and societal beliefs and attitudes |

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| C2 | <ul style="list-style-type: none"> describe personal opportunities for drama in the local community |
| Presenting and Performing | |
| D1 | <ul style="list-style-type: none"> participate actively in drama presentations |
| D2 | <ul style="list-style-type: none"> apply established criteria to reflect on their own and others' presentations |
| Music | |
| Exploring and Creating | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire |
| A2 | <ul style="list-style-type: none"> explain thoughts, images, and feelings derived from a music experience |
| A3 | <ul style="list-style-type: none"> apply elements of rhythm, melody, and expression in composition |
| Elements and Skills | |
| B1 | <ul style="list-style-type: none"> sing or play rhythmic patterns from standard notation |
| B2 | <ul style="list-style-type: none"> sing or play from aural sources |
| B3 | <ul style="list-style-type: none"> maintain a melodic or harmonic part in simple textures |
| B4 | <ul style="list-style-type: none"> describe form in rhythmic and melodic structure |
| B5 | <ul style="list-style-type: none"> use standard or invented notation to represent melodic phrases, rhythmic patterns, and elements of expression |
| B6 | <ul style="list-style-type: none"> demonstrate appropriate use of classroom instruments |
| Context | |
| C1 | <ul style="list-style-type: none"> participate in music from diverse historical, cultural, and social contexts |
| C2 | <ul style="list-style-type: none"> identify music opportunities in the local community |
| Presenting and Performing | |
| D1 | <ul style="list-style-type: none"> apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> performance skills and etiquette audience engagement respect for the contributions of others |
| D2 | <ul style="list-style-type: none"> apply established criteria to refine their own and others' work |
| Visual Arts | |
| Creative Processes | |
| It is expected that students will: | |
| A1 | <ul style="list-style-type: none"> draft ideas for images using feelings, observation, memory, and imagination |

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| A2 | <ul style="list-style-type: none"> • create images using the image development strategies of rotation and reversal |
| A3 | <ul style="list-style-type: none"> • create images using particular visual elements and principles of design — including tone, value, and movement — to produce a variety of effects |
| A4 | <ul style="list-style-type: none"> • create images using a range of materials, technologies, and processes |
| A5 | <ul style="list-style-type: none"> • create 2-D and 3-D images <ul style="list-style-type: none"> – to communicate ideas – that express personal identity – that reflect aspects of art from a variety of historical and cultural contexts |
| Skills and Strategies | |
| B1 | <ul style="list-style-type: none"> • analyse and apply image development strategies, including rotation and reversal |
| B2 | <ul style="list-style-type: none"> • analyse and apply visual elements and principles of design, including value, tone, and movement |
| B3 | <ul style="list-style-type: none"> • analyse and apply a variety of materials, technologies, and processes to create images |
| B4 | <ul style="list-style-type: none"> • demonstrate safe and environmentally responsible use of materials, technologies, and processes |
| Context | |
| C1 | <ul style="list-style-type: none"> • compare the distinctive styles of artists and images from various cultures and historical periods |
| C2 | <ul style="list-style-type: none"> • describe ethical considerations involved in copying and appropriating images |
| C3 | <ul style="list-style-type: none"> • describe opportunities for visual arts in the local community |
| Exhibition and Response | |
| D1 | <ul style="list-style-type: none"> • describe their response to 2-D and 3-D images <ul style="list-style-type: none"> – created to communicate ideas, experiences, and stories – created to illustrate and decorate – that show the use of particular elements, principles, or image development strategies |
| D2 | <ul style="list-style-type: none"> • interpret reasons for preferences in artworks |
| D3 | <ul style="list-style-type: none"> • collaborate to develop a group display for the school or community |
| French | |
| It is expected that students will: | |
| 1 | <ul style="list-style-type: none"> • ask and respond to simple questions |
| 2 | <ul style="list-style-type: none"> • identify greetings and expressions of politeness |
| 3 | <ul style="list-style-type: none"> • communicate likes, dislikes, wants, and needs |
| 4 | <ul style="list-style-type: none"> • respond to classroom instructions |
| 5 | <ul style="list-style-type: none"> • identify specific information from French language resources to complete authentic tasks |
| 6 | <ul style="list-style-type: none"> • express acquired information in oral and visual forms |

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| 7 | <ul style="list-style-type: none">• respond to creative works from the Francophone world |
| 8 | <ul style="list-style-type: none">• identify elements of their own cultural backgrounds |
| 9 | <ul style="list-style-type: none">• identify elements of Francophone culture in Canada |