



GRADE 5

Curriculum Package *(September 2010)*



Ministry of
Education

For ease of reference, this Grade 5 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.

www.bced.gov.bc.ca/irp

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This document provides basic information about the provincial curriculum requirements for **Grade 5** students in British Columbia. The full text of all provincially prescribed curricula is available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* (www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf) each school year a board must offer to all students in **Grade 5** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- A second language, or in the case of a French Immersion student, French Language Arts (Note: in order to satisfy the **Grade 5** Second Language requirement, schools may choose to offer any language. A list of options is available on the Ministry of Education International Languages Curriculum web page: http://www.bced.gov.bc.ca/irp/irp_lang.htm)
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 5**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

ENGLISH LANGUAGE ARTS – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



ORAL LANGUAGE (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> – contributing to a class goal – sharing and explaining ideas, viewpoints, and opinions (e.g., debating) – improving and deepening comprehension – solving problems – completing tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., in pairs or small groups, brainstorming, literature circles, book clubs) <input type="checkbox"/> listen to classmates and others without interrupting <input type="checkbox"/> speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression) <input type="checkbox"/> speak respectfully and use appropriate language and tone when disagreeing <input type="checkbox"/> share differing viewpoints and perspectives; learn how to “agree to disagree” <input type="checkbox"/> speak and listen in partner, small-group, and whole class discussion to accomplish a task (e.g., discuss the main idea of a text, decide on a class project, plan a field trip, solve a problem) ask for assistance when needed, and provide support for others sustain conversations with classmates and adults
<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <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 effective details, evidence, or examples to enhance meaning – explaining and supporting a viewpoint 	<ul style="list-style-type: none"> <input type="checkbox"/> identify purpose (e.g., to share experiences, read aloud, offer ideas) and audience (e.g., classmates, guest speaker/author) for speaking and presenting <input type="checkbox"/> present/discuss in their own words information that is generally accurate and relevant, states a clear topic, follows an organizational structure, includes specific detail, and provides a conclusion <input type="checkbox"/> clarify and support their viewpoints, and give reasons citing a text, if appropriate <input type="checkbox"/> contribute relevant responses to class/group discussions <input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words such as “immigration”) <input type="checkbox"/> use tone, volume, pacing, phrasing, and gestures to engage audience and enhance meaning <input type="checkbox"/> use speaking to explore their own opinions and ideas in response to texts (e.g., “Once the poem was read aloud, I really noticed...,” “I agree with the author that...”)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> – summarizing and synthesizing main ideas and supporting details – generating questions – visualizing and sharing – making inferences and drawing conclusions – interpreting the speaker’s verbal and nonverbal messages – ignoring distractions 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and state a purpose for listening <input type="checkbox"/> summarize and synthesize the facts presented, and differentiate between main ideas and supporting details <input type="checkbox"/> follow multi-step oral instructions and demonstrations (e.g., creating a collage, creating a dramatic tableau, completing a science experiment) <input type="checkbox"/> restate the viewpoints expressed by others, and identify details that were provided to support that viewpoint <input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch key ideas, nod to show agreement, show responsive facial expressions) <input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak), responding appropriately to both verbal and nonverbal cues <input type="checkbox"/> include some relevant details when answering questions or contributing to a shared summary <input type="checkbox"/> ask questions, independently or with classmates, to explore a topic further

ORAL LANGUAGE (Strategies)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A4 select and use strategies when interacting with others, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task <input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker <input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups <input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions) <input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration <input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation <input type="checkbox"/> explain and show understanding of other viewpoints

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 select and use strategies when expressing and presenting ideas, information, and feelings, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify topic, audience, and purpose for their oral presentations <input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know <input type="checkbox"/> ask and/or answer questions to focus the topic, clarify understanding, or identify the need for further information <input type="checkbox"/> organize information chronologically or around major points of information (e.g., use graphic organizers, generate research questions, collect and incorporate information from more than one source) <input type="checkbox"/> practise delivery of formal presentations <input type="checkbox"/> monitor volume, tone, intonation, pace, expression, and gesture depending on the situation (e.g., when delivering an announcement at a school assembly vs. speaking to peers) <input type="checkbox"/> use appropriate strategies for making connections with the audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact) <input type="checkbox"/> adjust presentation in response to feedback (e.g., self-correct errors of pronunciation; answer questions and clarify ideas when others do not understand)
<p>A6 select and use strategies when listening to make and clarify meaning, including</p> <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 – drawing inferences and conclusions – distinguishing between fact and opinion – visualizing – monitoring comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> use prior knowledge and understanding (e.g., of the topic, of genre) to make reasonable predictions <input type="checkbox"/> contribute to an advance list of questions about a topic or story <input type="checkbox"/> focus on a particular aspect of a presentation (e.g., descriptive language, evidence of bias, new vocabulary) <input type="checkbox"/> ask questions to clarify (e.g., recognize when information is not making sense) or to seek information not already discussed <input type="checkbox"/> identify and summarize main ideas and supporting details <input type="checkbox"/> identify the tone, mood, and emotion conveyed in the oral communication <input type="checkbox"/> interpret a speaker’s purposes, perspectives, and verbal and nonverbal messages <input type="checkbox"/> begin to recognize emotional and logical arguments <input type="checkbox"/> use an increased repertoire of techniques to remember things told or presented (e.g., make notes, sketch, connect with a personal experience or other known idea, visualize, use a graphic organizer)

ORAL LANGUAGE (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A7 demonstrate enhanced vocabulary knowledge and usage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate vocabulary development by using expanding vocabulary in own speech, including vocabulary related to specific subject areas <input type="checkbox"/> use new vocabulary introduced in texts and class discussions <input type="checkbox"/> use increasingly descriptive and powerful words <input type="checkbox"/> use language to justify and defend positions and viewpoints
<p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to literary and creative works (e.g., identify amusing passages, recognize use of powerful or engaging language) <input type="checkbox"/> express a personal viewpoint with supporting details and recognize that it may differ from that of others <input type="checkbox"/> make inferences about characters' feelings or the story problem <input type="checkbox"/> select a personally significant idea from a text and describe why it is significant <input type="checkbox"/> make some reasonable connections to viewpoints of others or to other selections (e.g., a similar location, events that resemble another story) <input type="checkbox"/> build on others' ideas (e.g., expand on the ideas of others during brainstorming) <input type="checkbox"/> ask and answer critical questions about a text (e.g., "What is the author's purpose in writing this text?")
<p>A9 use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> – questioning and speculating – acquiring new ideas – analysing and evaluating ideas – developing explanations – considering alternative viewpoints – problem solving 	<ul style="list-style-type: none"> <input type="checkbox"/> question and speculate on possibilities regarding the ideas and information presented (e.g., "What if...," "I wonder if...," "What would happen if...") <input type="checkbox"/> identify logical connections between new information and ideas, and extend own thinking built on that logic <input type="checkbox"/> compare their own predictions and opinions with those of others <input type="checkbox"/> analyse and evaluate two possible outcomes or solutions to an issue based on a debate (e.g., selling fast food vs. healthy lunches in schools, freedom of choice in smoking vs. government health regulation) <input type="checkbox"/> in structured situations (e.g., A/B partners, small groups), suggest alternative ways to use language to resolve problems and explain the impact of the various choices

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - considering and incorporating peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate <input type="checkbox"/> identify strengths and areas for improvement (e.g., “I keep on topic but I speak too quickly.”), use “think-aloud” to self-assess <input type="checkbox"/> using class-generated criteria, reflect on progress toward meeting goals, and state achievable goals for future speaking and listening experiences (e.g., “I will use vocal expression,” “I will put my ideas in logical order.”)

ORAL LANGUAGE (Features)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A11 use the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> - text structure - a variety of sentence lengths, structures, and types - smooth transitions and connecting words - syntax (i.e., grammar and usage) - diction - nonverbal communication - receptive listening posture 	<ul style="list-style-type: none"> <input type="checkbox"/> select or identify appropriate register (e.g., formal, informal) <input type="checkbox"/> establish and sustain a sense of beginning, middle, and end (e.g., open with a greeting, conclude purposefully) <input type="checkbox"/> stay on topic and sequence ideas in meaningful ways when speaking <input type="checkbox"/> express ideas using a variety of sentence types and lengths to enhance meaning and style <input type="checkbox"/> use a variety of connecting words and transitions to link ideas in their speech (e.g., first, therefore, so, now, however) <input type="checkbox"/> recognize awkward phrasing when speaking and self-correct by restating <input type="checkbox"/> maintain an appropriate listening posture, including focussing on the speaker <input type="checkbox"/> use appropriate volume, tone, intonation, pace, expression, and gesture
<p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> - literary devices - sound devices - structural sequencing cues - idiomatic expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize and use literary devices (e.g., simile) <input type="checkbox"/> reproduce the rhythmic pattern when reciting a poem (e.g., limerick, rap) <input type="checkbox"/> recognize and create alliteration <input type="checkbox"/> identify the language patterns heard in a poem (e.g., verse and refrain) <input type="checkbox"/> identify and use structural sequencing cues (e.g., to begin, in conclusion) <input type="checkbox"/> understand idiomatic expressions and use them to enhance speaking and/or writing

READING AND VIEWING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including</p> <ul style="list-style-type: none"> – stories from various Aboriginal and other cultures – literature from Canada and other countries – stories from a variety of genres (e.g., myths, fantasy) – poems that make use of literary devices 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making comparisons and connections (text-to-text, text-to-self, and/or text-to-world) <input type="checkbox"/> describe the setting, main characters, plot, events, and conflict with some detail, and discuss reasons for the inclusion of specific plot events and details in a text <input type="checkbox"/> make logical inferences about characters or situations <input type="checkbox"/> draw comparisons among texts and among genres <input type="checkbox"/> identify and discuss, citing specific words or phrases, how images, rhyme schemes, rhythmic patterns, and themes contribute to effective poetry <input type="checkbox"/> engage in choral reading and readers’ theatre with fluency, expression, and comprehension <input type="checkbox"/> use ‘text features’ (e.g., punctuation, dialogue, phrasing) as an aid when reading aloud <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose (i.e., critical literacy) <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including</p> <ul style="list-style-type: none"> – non-fiction books – textbooks and other instructional materials – visual or graphic materials – reports and articles from magazines – newspapers – reference material – appropriate web sites – instructions and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making connections and comparisons text-to-text, text-to-self, and/or text-to-world <input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, glossaries) <input type="checkbox"/> describe and demonstrate use of ‘text features’ (e.g., titles, captions, text highlighting, illustrations, sidebars) to gain understanding of information text (e.g., index to answer a question or locate specific details, glossary or pronunciation guide to define terms and pronunciation) <input type="checkbox"/> identify main topics addressed in a selection, and distinguish between main ideas and related details <input type="checkbox"/> make organized notes on a topic by creating relevant categories that reflect the main ideas or topics <input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity) <input type="checkbox"/> suggest questions that may be answered through further reading on the topic <input type="checkbox"/> extract accurate and important information from text and ‘text features’, including specific details from graphics <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose (i.e., critical literacy) <input type="checkbox"/> develop skill in discriminating between fact and opinion

<p>B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, glossaries) <input type="checkbox"/> describe and demonstrate use of ‘text features’ (e.g., titles, captions, text highlighting, illustrations, sidebars) to gain understanding of information text (e.g., index to answer a question or locate specific details, glossary or pronunciation guide to define terms and pronunciation) <input type="checkbox"/> identify main topics addressed in a selection, and distinguish between main ideas and related details <input type="checkbox"/> make organized notes on a topic by creating relevant categories that reflect the main ideas or topics <input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity) <input type="checkbox"/> suggest questions that may be answered through further reading on the topic <input type="checkbox"/> extract accurate and important information from text and ‘text features’, including specific details from graphics <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose (i.e., critical literacy) <input type="checkbox"/> develop skill in discriminating between fact and opinion <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes) <input type="checkbox"/> show engagement in reading
<p>B4 view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> suggest possible purposes of particular images or visual texts (e.g., to inform, entertain, persuade) <input type="checkbox"/> determine who is served by these images (i.e., critical literacy) <input type="checkbox"/> accurately describe key images <input type="checkbox"/> interpret images and make some relevant inferences (e.g., construct meaning from visual texts and identify relevant detail) <input type="checkbox"/> make some logical connections to other selections (e.g., two characters in similar situations, similar use of colour or image)

READING AND VIEWING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B5 select and use strategies before reading and viewing to develop understanding of text, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., using organizers) <input type="checkbox"/> make logical predictions about content, based on prior knowledge and understanding of genre and author <input type="checkbox"/> generate a question(s) to guide their reading and viewing <input type="checkbox"/> use prior knowledge and preview the text and ‘text features’ (e.g., table of contents, illustrations, headings) to anticipate and ask questions before reading <input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books)
<p>B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> check predictions, and confirm or revise based on information from reading and viewing <input type="checkbox"/> visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) <input type="checkbox"/> self-monitor, select, and adjust strategies to self-correct (e.g., reread, read ahead, go to another source) <input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end <input type="checkbox"/> make personal connections during the reading (text-to-self, text-to-text, text-to-world), often through reader response <input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify meaning <input type="checkbox"/> skim and scan to gather information <input type="checkbox"/> use glossaries, sidebars, navigation bars, and hyperlinks to find information in non-fiction text <input type="checkbox"/> question author’s motive or intent (i.e., critical literacy)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 select and use strategies after reading and viewing to confirm and extend meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> review the purpose set prior to reading or viewing, and use it to guide rereading and “re-viewing” <input type="checkbox"/> use self-monitoring and self-correcting strategies (e.g., reread and skim for details and to confirm understanding) <input type="checkbox"/> ask and respond to questions related to the material read or viewed <input type="checkbox"/> make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed) <input type="checkbox"/> use ‘text features’ (e.g., headings, illustrations, diagrams) to locate information <input type="checkbox"/> use graphic organizers to record and organize information (e.g., “Plus-Minus-Interesting” chart, Venn diagram, report outline) summarize the “big idea” or author’s message, and give supporting details <input type="checkbox"/> reflect on the reading and viewing and make connections (text-to-self, text-to-text, text-to-world)

READING AND VIEWING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B8 respond to selections they read or view, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> offer responses and opinions with supporting reasons and explanations <input type="checkbox"/> discuss their favourite texts and why they are personally meaningful <input type="checkbox"/> compare their responses to texts with the responses of others <input type="checkbox"/> identify powerful passages from texts and describe why they are personally meaningful <input type="checkbox"/> respond to text by drawing or writing, making personal connections (text-to-self), connections to other texts (text-to-text), and connections to related events (text-to-world) <input type="checkbox"/> join with a partner(s) and act out a favourite scene, passage, or image

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B9 read and view to improve and extend thinking, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> clarify the changes that have occurred in their thinking as a result of the integration of new information read or viewed (e.g., about their use of resources, about international issues) <input type="checkbox"/> demonstrate critical literacy by recognizing and explaining how viewpoint influences messages (e.g., in advertising) <input type="checkbox"/> compare different forms/genres of similar information and analyse the effectiveness of one over the other (e.g., historical fiction vs. textbook article) <input type="checkbox"/> analyse protagonists from two novels <input type="checkbox"/> incorporate information from a variety of sources to extend and clarify their understanding of a particular topic <input type="checkbox"/> draw conclusions from information read or viewed, and defend their conclusions logically <input type="checkbox"/> distinguish between fact and opinion in persuasive texts <input type="checkbox"/> question the author’s purpose or viewpoint (i.e., critical literacy)
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the strategies that good readers/viewers use before, during, and after reading and viewing <input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to texts and to assessment <input type="checkbox"/> identify their strengths as readers/viewers with reference to their use of reading and viewing strategies (e.g., “I asked and answered questions,” “I made pictures in my head,” “I reread for more information or clarification.”) <input type="checkbox"/> reflect on the personal goals set, and act on personal goals for future reading and viewing <input type="checkbox"/> follow a plan for achieving goals for improvement in future reading and viewing <input type="checkbox"/> independently choose just-right texts to improve their reading skills

READING AND VIEWING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B11 explain how structures and features of text work to develop meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> relate their knowledge of features of the text to the functions of the text (e.g., knowing that ads are designed to sell can help them decide how to respond; knowing that information texts do not need to be read sequentially can help them find information efficiently) <input type="checkbox"/> explain the purpose of ‘text features’ (e.g., bold and italic type, hyperlinks, sidebars) <input type="checkbox"/> analyse magazine articles to evaluate how ‘text features’ support understanding <input type="checkbox"/> identify some literary devices, including rhyme, rhythm, alliteration, imagery, sensory detail, simile, metaphor, and idiomatic expressions <input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebars, and pull-quotes to talk about their function in relation to reading and viewing <input type="checkbox"/> explain how the use of written conventions impacts the reading of the text (e.g., how punctuation changes alter meaning; how misspelling interferes with comprehension; how careless sentence construction, such as a misplaced modifier, affects comprehension) <input type="checkbox"/> identify literary elements (e.g., plot, character, setting, problem, climax, conflict, theme, conclusion) <input type="checkbox"/> identify the key elements of various genres (e.g., poems, short stories, novels, advertisements) <input type="checkbox"/> identify and understand some idiomatic expressions and understand their value

WRITING AND REPRESENTING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates</p> <ul style="list-style-type: none"> - connections to personal experiences, ideas, and opinions, featuring - 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 	<p><input type="checkbox"/> create a variety of personal writing (e.g., quick writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - makes sense, and develops a clear main idea well supported by related details, including images and feelings - sustains ideas through several related paragraphs - may include visuals that enhance the main ideas but are not necessary for comprehension <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - features varied word order within a sentence for effect - includes generally smooth sentences; effective use of paragraphs - experiments with new, powerful, and precise words - features a voice that is honest and authentic to the purpose and role <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - uses paragraphs to enhance the clarity of ideas - may use a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships - includes logical and effective sequencing - features leads that are becoming stronger and endings that are becoming more satisfying <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring</p> <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 	<p>□ create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – demonstrates a clear purpose – makes sense – features a narrowed, focussed, clear, and coherent topic – includes accurate information – shows understanding of the topic through personal experience and/or research – may express and justify a viewpoint – may anticipate and answer some of the reader’s questions – includes visuals and text working jointly to represent and enhance the topic <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – reads smoothly and demonstrates effective paragraphing – contains clear language and effectively used content words – attempts to engage or persuade <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – uses a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – contains ‘text features’ (e.g., illustrations, headings, diagrams) that are clear, relevant, and helpful to the reader – includes an original and informative title <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring</p> <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 	<p>□ create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, various multimedia forms, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense and develops clear, focussed ideas which may be imaginative and original – narrows and focusses a topic – includes well-developed paragraphs with sensory detail that creates meaning for the reader; poetry uses sensory detail and follows the pattern provided – may include pictures that enhance the main ideas but are not necessary for comprehension <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – includes a deliberate choice of word order within a sentence or line of poetry, for effect – emulates elements of style from literature, visuals, or from a poetic form – experiments with new and different words with some success and uses some words for specificity (e.g., content words, powerful verbs, adjectives, adverbs) – uses clear dialogue to personalize character and advance the plot – shows a clear sense of audience; engages the reader and creates an emotional impact – uses literary devices (e.g., similes, metaphors, alliteration) – demonstrates some sense of individuality <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – develops a complete plot, with characters, settings, problems, events, and resolutions – uses an extended range of connecting words to combine ideas – strategically, and to indicate comparisons, sequence, and describe cause and effect relationships – reads smoothly – includes a thoughtful and expressive title <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <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 	<p><input type="checkbox"/> create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - conveys information and ideas for specific purposes and audiences - demonstrates imaginative connections to personal feelings, experiences, and opinions, when appropriate - develops key ideas through details, images, and emotions <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - displays an evident and expressive individual perspective - moves or engages the reader/viewer <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - uses elements of form to enhance meaning - uses ‘text features’/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

WRITING AND REPRESENTING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 select and use strategies before writing and representing, including</p> <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 criteria – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> set a purpose (e.g., to persuade, entertain, inform) and identify an audience for their own writing or representing <input type="checkbox"/> examine appropriate examples of the genre and form, and analyse and identify their characteristics <input type="checkbox"/> contribute to generating class criteria for writing and representing based on analysis of genre and form by examining anonymous writing samples or examples of literary or information text (e.g., great leads, patterns of rhythm and rhyme, use of a variety of sentence types and lengths) <input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., brainstorm, discuss, recall, interview and take notes, use graphic organizers, sketch, create mental images, through dramatic play) <input type="checkbox"/> categorize and organize ideas and information using simple headings and graphic organizers (e.g., mind maps, T-charts, storyboards)
<p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> continue to expand ideas when writing and representing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others) <input type="checkbox"/> write for a sustained period in the form of the genre <input type="checkbox"/> use examples of forms of writing to assist in organization of writing (e.g., leads, headlines from simple news article) <input type="checkbox"/> refer to and use class-generated criteria (e.g., effective use of detail, appropriate font size) <input type="checkbox"/> enhance word choice by making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, referring to and selecting from lists of connecting words <input type="checkbox"/> create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences that are different lengths and types) <input type="checkbox"/> use electronic and print reference materials, as appropriate <input type="checkbox"/> adjust writing to ensure that the form and tone are suitable for the audience (e.g., a children’s book vs. a letter to the editor) <input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check) <input type="checkbox"/> begin to revise and edit as the writing is created

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C7 select and use strategies after writing and representing to improve their work, including</p> <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> check writing against class criteria (e.g., consistency with form of writing selected, sensory detail, variety of sentence types and lengths, precise language, legibility) <input type="checkbox"/> after checking work against criteria, select areas for revision and revise to enhance work <input type="checkbox"/> accept and incorporate some revision suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary and detail on poster) <input type="checkbox"/> engage in editing a piece of writing independently or with a peer (e.g., by using a proofreading guide; by checking spelling with a dictionary; by using a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten, and formatting consistency if word processed; by checking that the text has appropriate visual features, table of contents, labels on diagrams) <input type="checkbox"/> publish and share with the intended audience (e.g., send letter to the editor)

WRITING AND REPRESENTING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C8 use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use writing and representing to establish insightful connections between texts and personal experiences or knowledge (e.g., similar conflicts) <input type="checkbox"/> express a range of personal responses through a wide variety of forms and media (e.g., personal narrative, poetry, graphic novels) <input type="checkbox"/> incorporate new vocabulary into their own writing (e.g., “writing like a scientist,” adopting a character)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> – developing explanations – expressing alternative opinions or perspectives – exploring new ideas (e.g., expressing an unfamiliar viewpoint) 	<ul style="list-style-type: none"> <input type="checkbox"/> create reasonable explanations of straightforward concepts <input type="checkbox"/> present an alternative ending to a fictional text <input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations <input type="checkbox"/> after participating in structured activities, write or represent to explain how understanding has been extended <input type="checkbox"/> clarify assumptions in own writing and representing (e.g., identify things a reader or viewer needs to know in order to understand the point) <input type="checkbox"/> evaluate the impact of language choices (e.g., elicit humour, evoke sympathy, shock) <input type="checkbox"/> develop logical support for a previously unfamiliar position (e.g., taking and defending an opposing position to an argument, writing a counterargument)
<p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the processes they used to create the product before, during, and after (e.g., prewriting, building criteria, drafting, revising, editing, publishing, and presenting) <input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others’ work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback) <input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next with reference to one of the criteria) <input type="checkbox"/> follow a simple plan to achieve one or two goals for improvement in future writing and representing <input type="checkbox"/> demonstrate pride and satisfaction in own writing and representing (e.g., select work to put in portfolio and to share with class)

WRITING AND REPRESENTING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C11 use the features and conventions of language to express meaning in their writing and representing, including</p> <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 	<p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use simple and compound sentences, and begin to use complex sentences <input type="checkbox"/> create complete sentences with few run-ons and fragments <input type="checkbox"/> use paragraphs to show where a new idea begins <input type="checkbox"/> use correct tenses <input type="checkbox"/> ensure subjects and verbs agree <input type="checkbox"/> use pronouns correctly (e.g., refers to the correct antecedent) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use capitalization, periods, questions marks, exclamation marks, commas, quotation marks, apostrophes correctly <p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words and apply spelling strategies to spell unknown words (e.g., phonic knowledge, Canadian dictionary) <input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when editing <input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects <input type="checkbox"/> use a thesaurus to revise work for more precise words <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly, using a style that demonstrates awareness of alignment, shape, and slant <input type="checkbox"/> appropriately space written work <input type="checkbox"/> use illustrations, charts, and diagrams effectively to support the text <input type="checkbox"/> ensure headings and titles are clear and helpful for a reader <input type="checkbox"/> ensure formatting consistency if word processing

ARTS EDUCATION: DANCE – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATING DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 move in response to a variety of sounds, music, images, and feelings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> move in response to and interpret the expressive elements of music and sound (e.g., even and uneven rhythms, energy, use of silence) <input type="checkbox"/> demonstrate movements in response to the rhythm or to interpret meaning in song lyrics or poetry <input type="checkbox"/> demonstrate movements in response to the expressive qualities of visual images (e.g., symbolic use of colour and shape) <input type="checkbox"/> demonstrate movements to depict an event or theme (e.g., machines, gold rush, first contact, friendship)
<p>A2 create movement sequences based on choreographic forms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore a variety of ways to modify sequences to create variations (e.g., to create the second and subsequent A phrases of a rondo form) <input type="checkbox"/> work with peers to create movement sequences based on a given choreographic form (e.g., call and response) <input type="checkbox"/> compare the results of movement sequences based on different choreographic forms
<p>A3 apply the creative process — with emphasis on selecting and combining — to create dance compositions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, apply all stages of the creative process (exploration, selection, combination, refinement, reflection) to create dance compositions including: <ul style="list-style-type: none"> – use a variety of sources of ideas as inspirations for exploring dance (e.g. music, sounds, poetry, visual images, stories, ideas) – choose particular movements for dance composition and explain their choices <input type="checkbox"/> based on agreed-upon criteria (e.g., a chosen element of movement such as space or relationship), select several sequences to create a composition

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> <input type="checkbox"/> combine movements to create sequences based on specified criteria (e.g., must have a beginning, middle, end) <input type="checkbox"/> alter dance sequences by transforming movements (e.g., changing levels, changing pathways, varied speeds) <input type="checkbox"/> reflect on and explain their process (e.g., “I decided to combine this turn with this arm movement because ____”) <input type="checkbox"/> assess the success of their own dance composition (e.g., reflect using class-generated criteria)

ELEMENTS OF DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 use elements of movement in combination	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of movement combinations, alone and in groups, that <ul style="list-style-type: none"> – create a variety of body shapes – incorporate various types of locomotor and non-locomotor movement – incorporate various directions, pathways, and formations – respond to the rhythm, phrasing, and/or lyrics of a music selection that includes changes in tempo – include strong and weak weights – include interactions among two or more dancers (e.g., action and reaction, scatter formations, V formations) <input type="checkbox"/> use appropriate terminology to describe the elements of movement (e.g., grapevine, lyrical, ritardando) <input type="checkbox"/> use appropriate terminology to describe choreographic form (e.g., narrative, pattern, ABA)
B2 demonstrate the principles of movement – alignment, balance, flexibility, strength, and breathing – in dance	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate alignment in non-locomotor movements (e.g., rolling down the spine) <input type="checkbox"/> demonstrate appropriate alignment in locomotor movements (e.g., posture plumb line while moving through space) <input type="checkbox"/> demonstrate two-point, three-point, and four-point balances with a partner <input type="checkbox"/> demonstrate an improvement in their range of motion (flexibility) over time <input type="checkbox"/> demonstrate improvement in strength over time (e.g., increase in frequency, intensity, and duration of movements) <input type="checkbox"/> breathe through their stretches
B3 compare techniques associated with particular dance styles	<ul style="list-style-type: none"> <input type="checkbox"/> review two or more performances and describe similarities and differences in the techniques of each <input type="checkbox"/> use appropriate vocabulary associated with particular dance styles (e.g., pop, lock, contraction)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 identify ways in which safety and health-related choices affect dance	<input type="checkbox"/> identify safety and health guidelines for dance, including those related to <ul style="list-style-type: none"> – preparation (e.g., warmup, appropriate clothing) – healthy eating habits for dance (e.g., ensuring adequate energy, drinking enough water) – changing needs for sleep and rest – use of equipment (e.g., barre) <input type="checkbox"/> describe the importance of specific health and safety guidelines (e.g., safe ways to increase range of movement, healthy eating to ensure adequate energy) <input type="checkbox"/> demonstrate appropriate warmup and cooldown routines

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify distinguishing features of dances from a variety of specific contexts	<input type="checkbox"/> compare two or more dances from differing contemporary or historical contexts (within Canada and/or other countries) with respect to attributes such as <ul style="list-style-type: none"> – attire, props, and implements – setting/location (e.g., stage, ballroom) – rhythmic pattern of music – apparent purpose (e.g., to record and preserve history, to tell a story, to convey a feeling or mood, to celebrate, to entertain, to explore new technical possibilities) – number and nature of participants (e.g., children only, men and women together, men only) – the roles portrayed by dancers – shape or pattern of movement (e.g., angular, twisted, symmetrical, asymmetrical, regular, irregular) <input type="checkbox"/> suggest possible purposes for dances they encounter for the first time
C2 identify personal opportunities for dance in the local community	<input type="checkbox"/> demonstrate an understanding that dance is for all (e.g., boys and girls, all body types, all skill and ability levels) <input type="checkbox"/> list specific dance activities and events in the local community <input type="checkbox"/> identify opportunities for dance of personal interest to them

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 rehearse dance for presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the importance of repetition in order to remember sequences of movement <input type="checkbox"/> participate consistently and actively in rehearsals <input type="checkbox"/> observe rehearsals they would normally be involved in (e.g., viewing video recording, sitting out to watch for a bit) to identify ways they can improve their personal contribution <input type="checkbox"/> incorporate constructive feedback to improve dance <input type="checkbox"/> maintain learning logs to monitor the rehearsal process (e.g., active participation in rehearsals, use of visualization)
<p>D2 demonstrate performance skills appropriate to a given dance performance situation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> stay on task during performance (e.g., continue despite mistakes) <input type="checkbox"/> reproduce choreographed movement with accuracy <input type="checkbox"/> demonstrate appropriate performance energy (e.g., stage presence, projection) <input type="checkbox"/> demonstrate appropriate audience skills to express respect, appreciation, or enjoyment for a performance (e.g., clap to show appreciation, active observation throughout the performance, appropriate body language, not interrupting the performance, providing constructive feedback when required)
<p>D3 apply established criteria to analyse their own and others' work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyse their work and that of their peers based on established criteria, and support their opinion with examples and details, by identifying <ul style="list-style-type: none"> – quality in demonstrating specific performance skills (e.g., accuracy in reproducing choreography, ability to continue despite mistakes) – quality of the choreography in demonstrating specific elements of movement (e.g., formations, acceleration and deceleration, relaxation and tension, pathways) – whether or not the piece achieved the assigned task (e.g., portraying a character, interpreting a piece of music, following a rondo form) – the feeling and mood portrayed – what they liked or were proud of – what they would like to see changed or developed further – what they learned from the performance <input type="checkbox"/> communicate constructively and respectfully about the efforts and contributions of others in class dance activities

ARTS EDUCATION: DRAMA – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 express a variety of ideas and perspectives through drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore a variety of issues and themes (e.g., exclusion, power/control, conflict) through drama <ul style="list-style-type: none"> – individually and in groups (e.g., take on a variety of roles, interact in role) – verbally and non-verbally (e.g., tableau, mime, improvisation, writing in role) <input type="checkbox"/> select and combine ideas to create drama <input type="checkbox"/> demonstrate willingness to explore ideas (e.g., silence and sound, tension and conflict) through drama games and activities <input type="checkbox"/> ask and respond to questions to create meaning <input type="checkbox"/> reflect in and out of role <input type="checkbox"/> demonstrate empathy in role <input type="checkbox"/> refine drama based on reflection and feedback
<p>A2 demonstrate collaborative skills during drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate respect for the contributions of all <input type="checkbox"/> offer encouragement (e.g., for ideas, for contribution) <input type="checkbox"/> contribute to a trusting atmosphere conducive to taking appropriate risks (e.g., use voice in a different way, present for a large group, share personal insights and opinions) <input type="checkbox"/> demonstrate an ability to provide leadership within a group (e.g., encourage contributions from peers)

DRAMA FORMS, STRATEGIES, AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use a variety of vocal elements and movement elements to communicate meaning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore concepts such as relationships, status, and power using a range of <ul style="list-style-type: none"> – vocal elements (e.g., tone, timbre, dynamics, inflection, word choice) – movement elements (e.g., moving away from a person vs. moving toward, towering over and cowering) <input type="checkbox"/> use vocal and movement elements to indicate thoughts, feelings, and mood (e.g., a letter from an explorer to family at home, first contact between indigenous peoples and new settlers, a petition from the community to the council) <input type="checkbox"/> explore examples of how stereotypes are depicted through voice and movement (e.g., a very old person, a robot) <input type="checkbox"/> represent abstract concepts through movement (e.g., create a dance drama to represent concepts such as of belonging, outcast, friend, or home)
<p>B2 participate in a variety of drama forms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate in a variety of drama forms and strategies for various purposes, such as <ul style="list-style-type: none"> – readers’ theatre to interpret a familiar story or song – mime to transform the invisible into the visible – dance drama to interpret a story or a theme (e.g., a dream that occurred the night before the quest) <input type="checkbox"/> apply a variety of forms to express feelings, intentions, and attitudes of particular characters <input type="checkbox"/> reflect on and share their experiences of working in role (e.g., writing in role, group discussions)
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> follow guidelines for safe participation in drama exploration individually, in groups, and as a whole class (e.g., respect others’ personal spaces, use voice safely to avoid strain)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 assess how drama can affect personal and societal beliefs and attitudes	<input type="checkbox"/> describe how societal beliefs, attitudes, and values are depicted in dramas viewed (e.g., family dynamics, value of hard work) <input type="checkbox"/> provide examples how drama can be used to explore multiple perspectives (e.g., leaving home – those who are going, those who stay behind) <input type="checkbox"/> reflect on how attitudes and beliefs can be affected by viewing and/or participating in drama (e.g., “I used to think ____, but seeing the play has made me think about the other side of the issue.”)
C2 describe personal opportunities for drama in the local community	<input type="checkbox"/> identify opportunities for drama of personal interest to them (e.g., creating a puppet show for a family reunion, helping to paint sets for a community play, reviewing a school play) <input type="checkbox"/> research and report on specific drama activities and events in the local community

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 participate actively in drama presentations	<input type="checkbox"/> present drama work through a variety of drama forms (e.g., puppetry, improvisation, choral speaking, readers’ theatre, scripted scenes) <input type="checkbox"/> use body, movement, and voice effectively to convey meaning <input type="checkbox"/> use staging and levels to convey meaning <input type="checkbox"/> incorporate production elements as appropriate to enhance meaning <input type="checkbox"/> demonstrate individual responsibility within the group when developing, rehearsing, and presenting drama work (e.g., focus and concentration, respect for others’ contributions, willingness to give and receive constructive feedback)

Prescribed Learning Outcomes	Suggested Achievement Indicators
D2 apply established criteria to reflect on their own and others' presentations	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an ability to focus during informal and formal performances <input type="checkbox"/> develop and apply criteria collaboratively <input type="checkbox"/> suggest reasons for various responses to a drama presentation <input type="checkbox"/> explain their responses to a drama presentation <input type="checkbox"/> apply feedback to their own presentations that can be used to refine future work

ARTS EDUCATION: MUSIC – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of feelings in the performance of classroom repertoire (e.g., perform the same song depicting a variety of emotions such as happy, sad, excited) <input type="checkbox"/> use voice or instruments (e.g., increasing range of instruments, adding complementary instruments such as alto recorder, two-part singing) to create accompaniments for poems, stories, or songs <input type="checkbox"/> explain their choices in elements of rhythm, melody, and expression in their singing and playing (e.g., “I played this part staccato because I wanted it to sound exciting.”)
<p>A2 explain thoughts, images, and feelings derived from a music experience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> refer to elements of rhythm, melody, and expression when sharing personal responses to music experiences, using appropriate terminology related to <ul style="list-style-type: none"> – dynamics (e.g., pianissimo, piano, forte, fortissimo) – tempo (e.g., andante, allegro) – articulation (e.g., legato, staccato) – timbre (e.g., warm, harsh) <input type="checkbox"/> share their responses to music experiences (e.g., in journals, in small group or large class discussions, drama, drawing, movement; write new lyrics for a song learned) <input type="checkbox"/> express preferences for particular selections or types of music in classroom repertoire <input type="checkbox"/> demonstrate respect for the thoughts, images, and feelings expressed by others
<p>A3 apply elements of rhythm, melody, and expression in composition</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create introductions, endings (e.g., codas), and contrasting sections for songs <input type="checkbox"/> create music to express or respond to personal or real-life situations (e.g., bullying, racism, natural disasters, loss of a family member) <input type="checkbox"/> explain their choices in elements of rhythm, melody, and expression in their compositions (e.g., “I used high notes here for the birds,” “I used legato notes to sound like the wind.”)

ELEMENTS AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 sing or play rhythmic patterns from standard notation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sing or play rhythmic patterns (e.g., using eighth, sixteenth, quarter, dotted quarter, half, dotted half, and whole notes and rests), maintaining a steady beat <ul style="list-style-type: none"> – at a variety of tempi – in common metres (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$) <input type="checkbox"/> demonstrate an ability to perform straight or syncopated rhythmic patterns in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ from standard notation (e.g., clap from a flashcard of one measure) <input type="checkbox"/> demonstrate accuracy in reading rhythmic patterns in standard notation
<p>B2 sing or play from aural sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> learn by ear or demonstration (e.g., drum circle, part singing, three-part to four-part classroom instrument arrangements) to perform a short selection of music <input type="checkbox"/> echo a short melody accurately on an instrument (e.g., 8 beats long, no more than 4 notes)
<p>B3 maintain a melodic or harmonic part in simple textures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> maintain their own vocal or instrumental part while performing simple textures from classroom repertoire (e.g., partner songs, rounds, canons, descant, ostinato)
<p>B4 describe form in rhythmic and melodic structure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify beat, metre, and rhythmic patterns in classroom repertoire <input type="checkbox"/> identify melodic phrases in classroom repertoire <input type="checkbox"/> define a variety of forms in selected classroom repertoire (e.g., ABA, ABBA, ABACA/rondo, round, verse and chorus, canon, use of intro, coda, bridge) <input type="checkbox"/> describe the use of principles of design in classroom repertoire (e.g., unity, variety, contrast, repetition, pattern) <input type="checkbox"/> create a chart or other representation to illustrate the relationship between principles of design and selected forms, using appropriate terminology (e.g., ABBA uses unity, repetition, balance, and pattern)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B5 use standard or invented notation to represent melodic phrases, rhythmic patterns, and elements of expression	<ul style="list-style-type: none"> <input type="checkbox"/> notate rhythmic patterns and melodic phrases within a limited range <ul style="list-style-type: none"> – using phrases from classroom repertoire – through ear training and aural dictation – through improvisation <input type="checkbox"/> compare standard notation with invented notation, and discuss the uses of each (e.g., invented notation has personal meaning, standard notation can be more universally understood) <input type="checkbox"/> identify appropriate terminology to describe rhythm, melody, and harmony (e.g., soprano, alto, ascending, descending, bar line, metre, dotted half, sixteenth, staff, rest) <input type="checkbox"/> use appropriate terminology (e.g., crescendo, decrescendo, sforzando, mezzo forte, mezzo piano, ritardando) to notate elements of expression
B6 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> <input type="checkbox"/> hold and play classroom instruments correctly <input type="checkbox"/> demonstrate proper care and storage of instruments and equipment <input type="checkbox"/> demonstrate respect for their personal health and well-being in music activities (e.g., preventing voice strain or hearing loss)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 participate in music from diverse historical, cultural, and social contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify distinguishing features of music from specific historical, cultural, and social contexts represented in classroom repertoire, such as <ul style="list-style-type: none"> – form – timbre (e.g., instrumentation, vocal tones) – texture – rhythm – subject matter or themes – purpose of the music (e.g., to record history, to preserve culture, to entertain, to set a mood) – various roles of musicians <input type="checkbox"/> discuss the role that sound plays in creating a particular mood or environment (e.g., silence or lack of silence, music in media, background music in stores and offices, environmental sounds, music at sporting events) <input type="checkbox"/> demonstrate respect for music from diverse historical, cultural, and social contexts by <ul style="list-style-type: none"> – demonstrating thoughtful and attentive listening – demonstrating willingness to experience new and unfamiliar music within and outside the classroom – performing selected elements consistent with the music’s cultural tradition (e.g., rhythms, instrument technique, consideration of environment) – asking questions for clarification
<p>C2 identify music opportunities in the local community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify opportunities for young people to participate in music in the local community (e.g., performing for younger classes or other schools, teaching a song to a younger sibling, singing at a family event, participating in community and cultural performance groups, composing a piece in response to a current event or social issue, attending a performance, accessing music from the library or online) <input type="checkbox"/> describe music opportunities they might want to pursue now or in the future

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating:</p> <ul style="list-style-type: none"> – performance skills and etiquette – audience engagement – respect for the contributions of others 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate performance skills (e.g., practice technique and routines) <input type="checkbox"/> demonstrate appropriate performance etiquette (e.g., maintain eye contact with conductor, continue to play/sing after mistakes, backstage quiet, attention to cues, respect for equipment and stage crew, waiting quietly for your turn to perform) <input type="checkbox"/> demonstrate audience engagement and response (e.g., listening attentively, responding appropriately, asking relevant questions as appropriate) <input type="checkbox"/> demonstrate responsibility to themselves and the group while experiencing music (e.g., commitment to rehearsal, commitment to performance, showing up on time, and prepared with appropriate equipment)
<p>D2 apply established criteria to refine their own and others' work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> work collaboratively to develop criteria for critiquing performance <input type="checkbox"/> use established criteria to analyse the work of self and others <input type="checkbox"/> explain their responses to a music presentation <input type="checkbox"/> suggest reasons for various responses to a music presentation <input type="checkbox"/> demonstrate the ability to accept constructive feedback <input type="checkbox"/> apply feedback to their own presentations that can be used to refine future work

ARTS EDUCATION: VISUAL ARTS – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 draft ideas for images using feelings, observation, memory, and imagination</p>	<ul style="list-style-type: none"> <input type="checkbox"/> keep a visual journal to record draft ideas for images, including feelings, observations, memories, and imagination <input type="checkbox"/> use a visual journal to work through and solve particular design problems (e.g., to create a school shield – collecting ideas for symbols to include, planning placement and arrangement) <input type="checkbox"/> compare a developed artwork to their initial drafts and explain how their ideas have changed and developed
<p>A2 create images using the image-development strategies of rotation and reversal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create an image using rotation as an image-development strategy (e.g., tessellations as in MC Escher, mandala designs) <input type="checkbox"/> create an image using reversal as an image-development strategy (e.g., Islamic and Navajo tile patterns)
<p>A3 create images using particular visual elements and principles of design – including tone, value, and movement – to produce a variety of effects</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create images that show tone and value (e.g., a portrait in style of Rembrandt van Rijn or Vincent Van Gogh, animal drawings using shading) <input type="checkbox"/> create images that show movement (e.g., an athlete, an animal, a moving vehicle) <input type="checkbox"/> use selected elements and principles to create images based on defined criteria (e.g., three different kinds of lines, filling the entire space) <input type="checkbox"/> reflect on and describe their use of image-development and design strategies and their effects (e.g., “Using rotation helps me to fill the whole space.”)
<p>A4 create images using a range of materials, technologies, and processes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use selected materials, technologies, and processes to create images based on defined criteria (e.g., using only found and recycled materials, combining at least two processes) <input type="checkbox"/> explain their choices in materials, technologies, and processes used (e.g., “I used pastels because I wanted to blend colours easily.” “I used printmaking to get a repeated movement.”) <input type="checkbox"/> demonstrate willingness to take risks with new and unfamiliar materials, technologies, and processes

Prescribed Learning Outcomes	Suggested Achievement Indicators
A5 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 	<input type="checkbox"/> create images to communicate an idea (e.g., joy, peace, fear) <input type="checkbox"/> create images that express personal identity (e.g., self-portrait depicting a significant accomplishment) <input type="checkbox"/> create images that reflect characteristics of artworks they have viewed from a variety of historical and cultural contexts (e.g., landscapes or seascapes in the style of the Group of Seven or EJ Hughes, using found objects like Brian Jungen) <input type="checkbox"/> create images that represent aspects of Canadian identity (e.g., a visual representation of what it means to them to be a Canadian; a new national, provincial, or municipal coat of arms)

SKILLS AND STRATEGIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 analyse and apply image-development strategies, including rotation and reversal	<input type="checkbox"/> compile an annotated collection (e.g., digital slide show, folder, poster) of images that represent various image sources such as emotions, ideas, imagination, memories, observation, hearing, or touch <input type="checkbox"/> compile an annotated collection of images that represent rotation and reversal (e.g., images from magazines, the Internet; focussing on a particular artist such as MC Escher) <input type="checkbox"/> create images that use rotation and/or reversal for a particular effect (e.g., tessellate simplified animal shapes in the style of MC Escher, use collected magazine images to create a collage) <input type="checkbox"/> use appropriate terminology (e.g., rotation, reversal, imagination) to describe image development
B2 analyse and apply visual elements and principles of design, including <ul style="list-style-type: none"> – value – tone – movement 	<input type="checkbox"/> identify and create images that depict a feeling of movement (e.g., optical illusions, use of diagonal lines, blurred shapes) <input type="checkbox"/> identify and create images that use value and tone for a particular effect (e.g., to achieve a greater range and degree of realism, to depict form and space) <input type="checkbox"/> compare the use of value, tone, and movement in images to that in natural and human-built environments <input type="checkbox"/> explain their choices of the use of elements and principles in their artworks (e.g., “I put this figure on a diagonal line to imply movement.”) <input type="checkbox"/> use appropriate terminology to describe the use of elements and principles used in their own and others’ work

Prescribed Learning Outcomes	Suggested Achievement Indicators
B3 analyse and apply a variety of materials, technologies, and processes to create images	<ul style="list-style-type: none"> <input type="checkbox"/> compare the uses of materials, technologies, and processes in a variety of images in terms of their application to achieve effects such as texture, tone and value, opacity, and application of materials <input type="checkbox"/> select appropriate materials to create images for a given purpose (e.g., pencils, crayons, pastels, and charcoal to create tone and value) <input type="checkbox"/> select appropriate technologies and processes to create images for a given purpose (e.g., use computer applications for rotation and reversal) <input type="checkbox"/> use appropriate terminology to describe materials, technologies, and processes
B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an ability to use and care for materials, technologies, and work space in a safe and an environmentally sensitive manner (e.g., not printing their computer images until required, not touching the toner cartridges)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 compare the distinctive styles of artists and images from various cultures and historical periods	<ul style="list-style-type: none"> <input type="checkbox"/> identify and compare images in terms of the social, historical, or cultural context in which they were created (e.g., comparing landscapes by Emily Carr, Robert Bateman, Joseph Turner, Cornelius Krieghoff, and Piet Breugel; religious and private patronage in Renaissance paintings; form and function in the architecture of Phyllis Lambert and Patricia Patkau) <input type="checkbox"/> demonstrate an awareness of the purposes of images in a variety of social, historical, and cultural contexts (e.g., religious worship, advertising, recording an event or person)
C2 describe ethical considerations involved in copying and appropriating images	<ul style="list-style-type: none"> <input type="checkbox"/> discuss rules and guidelines for using copies of existing images in their own works (e.g., Aboriginal images cannot be reproduced without permission, don't represent someone else's work as your own)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C3 describe opportunities for visual arts in the local community	<input type="checkbox"/> research and list examples of visual arts in the local community, including <ul style="list-style-type: none"> – opportunities to view and respond to artworks (e.g., museums and galleries, public art, library books, web sites) – opportunities to create and communicate with artworks (e.g., after-school and community art groups)

EXHIBITION AND RESPONSE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 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 	<input type="checkbox"/> describe their response to images that communicate ideas, experiences, and stories (e.g., stained glass windows, story quilts of Faith Ringgold) <input type="checkbox"/> describe their response to images that illustrate and decorate (e.g., clothing, pottery and baskets, picture books) <input type="checkbox"/> describe their response to images that depict a feeling of movement (e.g., optical illusions, use of diagonal lines, blurred shapes) <input type="checkbox"/> describe their response to images viewed that use tone and value for a particular effect (e.g., to achieve a greater range and degree of realism, to depict form and space) <input type="checkbox"/> use appropriate terminology to describe the use of <ul style="list-style-type: none"> – image-development strategies – visual elements – principles of design – materials, technologies, and processes
D2 interpret reasons for preferences in artworks	<input type="checkbox"/> justify their preferences in relation to specific criteria such as reference to <ul style="list-style-type: none"> – the use of particular image-development strategies – the use of particular visual elements – the use of principles of design – the use of materials, technologies, and processes – memories or feelings evoked

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D3 collaborate to develop a group display for the school or community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view and discuss a variety of displays of their own and others' artworks <input type="checkbox"/> discuss criteria for selection and presentation of artworks for a collection, such as <ul style="list-style-type: none"> – thematic – ensuring all students have had an opportunity to contribute – selecting a form that allows for combining individual students' work in a group work (e.g., a quilt, banner, collage, multi-media presentation) – collaborating to create a group artwork (e.g., mural, installation) <input type="checkbox"/> select images from their own portfolio for class presentation and/or public display, and give reasons for this selection <input type="checkbox"/> create an artist's statement to describe their work (e.g., "I used the image-development strategy of rotation in this picture because ____." "I use repeated shapes to show movement.")

HEALTH AND CAREER EDUCATION – GRADE 5

Prescribed Learning Outcomes and
Suggested Achievement Indicators

GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list factors that affect decision making (e.g., access to accurate and relevant information, personal beliefs, family, peers, media influences, cost, time, resources, substance misuse, emotional condition, fatigue, hunger) <input type="checkbox"/> create a flow chart or other graphic to show the specific effects these factors can have on decisions <input type="checkbox"/> give examples to illustrate that some decisions are their responsibility and some decisions are made by others, and that these responsibilities change over time (e.g., decisions they make now that they did not when they were younger, decisions that they don't make now but will when they are older)
<p>A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, define <i>personal support network</i> (e.g., individuals and organizations that a person can access when in need of information or assistance) <input type="checkbox"/> list specific people who can provide support to meet personal goals and needs (e.g., family, teachers, friends, coaches, counsellors, neighbours)

CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 identify types of work that interest them</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list types of work they are interested in <input type="checkbox"/> explain why they are interested in these types of work
<p>B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a variety of effective work habits used in school (e.g., time management, staying on task, completing homework, prioritizing tasks, handing work in on time, punctuality, organizing materials, communication skills, collaboration, creativity) <input type="checkbox"/> describe a variety of situations where effective work habits can be used outside of school (e.g., arriving on time and prepared for recreational activities, co-operating with and helping younger siblings, co-operating with members in a group, taking care of and organizing material and equipment)

HEALTH

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Healthy Living</p> <p>C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, identify the characteristics of a healthy lifestyle (e.g., regular physical activity, variety of foods from across the food groups, sufficient water, sufficient sleep, emotional health, positive self-image, positive interpersonal relationships, healthy coping skills) <input type="checkbox"/> identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media, role models, age-specific health needs, interests, climate and environment, culture, access to information)
<p>C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> accurately describe why healthy eating practices are important (e.g., to ensure adequate energy and key nutrients for growth, development, and optimum health and disease prevention) <input type="checkbox"/> describe a variety of strategies for making food choices that contribute to healthy eating (e.g., following guidelines in <i>Canada's Food Guide to Healthy Eating</i>, planning food choices in advance, not skipping meals, understanding appropriate serving sizes, bringing healthy snacks instead of relying on unhealthy snacks from vending machines) <input type="checkbox"/> describe a variety of strategies for integrating regular physical activity into daily life (e.g., finding something you like and enjoy doing, choosing a variety of activities, making active choices such as cycling to school or using stairs instead of elevator or escalator) <input type="checkbox"/> describe a variety of strategies for maintaining emotional health (e.g., setting realistic and achievable goals, celebrating successes, seeking help when needed, maintaining positive friendships, incorporating positive self-talk)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 describe the physical, emotional, and social changes associated with puberty</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, describe the physical changes that occur during puberty (e.g., height, body shape, breast development, menstruation, nocturnal emissions, testicular and penis growth, ability to reproduce, facial hair, body hair, body odour, oily skin, acne, weight gain, vocal changes) <input type="checkbox"/> based on class activities and additional information, describe the emotional changes that may occur during puberty (e.g., mood swings, increased or decreased self-esteem, self-consciousness, changing interests, body image, romantic feelings) <input type="checkbox"/> based on class activities and additional information, explain how changes in puberty may impact relationships (e.g., greater independence and responsibility in the family, wanting more privacy, new friendships based on new interests and differing maturation rates, changing social dynamics that may result in cliques)
<p>C4 describe practices that help to prevent</p> <ul style="list-style-type: none"> – communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition) – non-communicable diseases (e.g., regular physical activity, healthy eating, stress management) 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately describe practices that help to prevent the spread of 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) <input type="checkbox"/> accurately describe lifestyle practices that help lower the risk of developing non-communicable illnesses diseases now or in the future (e.g., regular physical activity, healthy eating, stress management, avoiding tobacco products, minimizing exposure to second-hand smoke)
<p><i>Healthy Relationships</i></p> <p>C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create a self-inventory of their interpersonal skills (e.g., listening, honesty, co-operation, self-control, respect, empathy, patience, inclusion, refusal skills, accepting others, assertiveness, seeking help, anger management, winning and losing gracefully, conflict resolution skills) <input type="checkbox"/> set goals for improving selected interpersonal skills

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe individual and group behaviours that contribute to a safe and caring school environment (e.g., demonstrating empathy for others, taking responsibility for personal actions, standing up for own values and beliefs, supporting others, promoting respect for diversity, acting as role models or helpers for younger students, participating in school activities, recognizing any potential bullying traits in self and committing to eliminate them, managing anger and impulsive behaviours, engaging in socially inclusive behaviour, respecting the values and opinions of others) <input type="checkbox"/> analyse individual and group behaviours that have a negative impact on a school environment (e.g., stereotyping, discrimination, gossip, physical bullying, verbal bullying, social bullying, cyber-bullying, disrespectful language) <input type="checkbox"/> list effective strategies to deal with various forms of bullying behaviour (e.g., assess situation, avoidance, assertiveness, report, seek help)
<p><i>Safety and Injury Prevention</i></p> <p>C7 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe safety rules and practices to protect themselves and others from abuse and exploitation, including <ul style="list-style-type: none"> – knowing their right not to be mistreated, abused, or exploited – recognizing and being prepared for lures, lies, tricks, or threats used by potential abusers – being assertive in defending your right to be safe – avoiding potentially unsafe situations (e.g., travelling in groups or with a buddy, using safe routes when travelling, don't meet people from Internet chat rooms) – withholding personal information (e.g., on the Internet, on the telephone, with strangers, when entering a contest or completing a survey) – not sending personal pictures electronically to anyone without parent's or teacher's permission – not responding to online messages from unknown sources – knowing how to seek help for self or when someone else is being exploited or abused (e.g., witnessing family violence, disclosure from a friend, feeling unsafe, seeing something frightening or uncomfortable on the Internet)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify the potential for injury in wide variety of settings (e.g., road use, sports, music concerts, rural areas, recreation areas, public areas such as theatres and shopping malls, home alone) <input type="checkbox"/> identify ways to remove or reduce the hazards or risks for injury within these settings (e.g., knowing where and how to exit buildings in an emergency, fire and earthquake response plans, knowing how to access help in a variety of emergency situations, water safety rules, outdoor and wilderness safety skills, proper footwear, vision and hearing protection, Internet safety rules, proper use of sport safety equipment) <input type="checkbox"/> list and describe a variety of road safety rules and precautions to minimize risks on the road, including rules related to <ul style="list-style-type: none"> – using protective equipment (e.g., helmets, knee and elbow pads, wrist guards, seatbelts) – responsible pedestrian behaviour (e.g., crossing at crosswalks, not playing in road, walking on the correct side of the road) – responsible passenger behaviour (e.g., being quiet, not distracting driver)
<p>C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify a range of risk-taking situations and behaviours (e.g., disregarding rules and safety guidelines, not using protective equipment, attempting to go beyond own abilities, lack of training, lack of awareness of environmental conditions, unsupervised use of Internet) <input type="checkbox"/> explain how social pressures can contribute to risk taking (e.g., wanting to fit in or look cool, desire to belong, responding to or initiating dares, to change their image) <input type="checkbox"/> practise and apply strategies for responding to social pressures that can contribute to risk-taking behaviour (e.g., state an opinion assertively, make an excuse to leave, ignore the pressure, model assertiveness and refusal skills for others)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Substance Misuse Prevention</i></p> <p>C10 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)</p>	<ul style="list-style-type: none"> ❑ identify various factors that can contribute to the use of tobacco, alcohol, or other drugs (e.g., lack of accurate information, feelings of insecurity, fear, need to be accepted, retaliation or rebellion, stress, depression, anxiety, media influence on image, lack of coping skills) ❑ analyse how each factor might have positive and negative influences on young people’s decision making regarding use of tobacco, alcohol, or other drugs (e.g., media – can glamorize substance misuse, can omit facts about negative effects, can inform and educate about substance misuse; peers – can pressure or influence others to use substances or can persuade or influence others to not use substances)

MATHEMATICS – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 represent and describe whole numbers to 1 000 000 [C, CN, V, T]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write a given numeral using proper spacing without commas (e.g., 934 567) <input type="checkbox"/> describe the pattern of adjacent place positions moving from right to left <input type="checkbox"/> describe the meaning of each digit in a given numeral <input type="checkbox"/> provide examples of large numbers used in print or electronic media <input type="checkbox"/> express a given numeral in expanded notation (e.g., $45\,321 = (4 \times 10\,000) + (5 \times 1000) + (3 \times 100) + (2 \times 10) + (1 \times 1)$ or $40\,000 + 5000 + 300 + 20 + 1$) <input type="checkbox"/> write the numeral represented by a given expanded notation
<p>A2 use estimation strategies including</p> <ul style="list-style-type: none"> – front-end rounding – compensation – compatible numbers <p>in problem-solving contexts [C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide a context for when estimation is used to: <ul style="list-style-type: none"> – make predictions – check reasonableness of an answer – determine approximate answers <input type="checkbox"/> describe contexts in which overestimating is important <input type="checkbox"/> determine the approximate solution to a given problem not requiring an exact answer <input type="checkbox"/> estimate a sum or product using compatible numbers <input type="checkbox"/> estimate the solution to a given problem using compensation and explain the reason for compensation <input type="checkbox"/> select and use an estimation strategy for a given problem <input type="checkbox"/> apply front-end rounding to estimate: <ul style="list-style-type: none"> – sums (e.g., $253 + 615$ is more than $200 + 600 = 800$) – differences (e.g., $974 - 250$ is close to $900 - 200 = 700$) – products (e.g., the product of 23×24 is greater than 20×20 (400) and less than 25×25 (625)) – quotients (e.g., the quotient of $831 \div 4$ is greater than $800 \div 4$ (200))

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>A3 apply mental mathematics strategies and number properties, such as</p> <ul style="list-style-type: none"> - skip counting from a known fact - using doubling or halving - using patterns in the 9s facts - using repeated doubling or halving <p>to determine answers for basic multiplication facts to 81 and related division facts [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the mental mathematics strategy used to determine a given basic fact, such as <ul style="list-style-type: none"> - skip count up by one or two groups from a known fact (e.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and 7×7 is equal to $35 + 7 + 7$) - skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8$) - doubling (e.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$) - patterns when multiplying by 9 (e.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$) - repeated doubling (e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48) - repeated halving (e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$) <input type="checkbox"/> explain why multiplying by zero produces a product of zero <input type="checkbox"/> explain why division by zero is not possible or undefined (e.g., $8 \div 0$) <input type="checkbox"/> recall multiplication facts to 81 and related division facts
<p>A4 apply mental mathematics strategies for multiplication, such as</p> <ul style="list-style-type: none"> - annexing then adding zero - halving and doubling - using the distributive property <p>[C, ME, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for 3×200 think 3×2 and then add two zeros) <input type="checkbox"/> apply halving and doubling when determining a given product (e.g., 32×5 is the same as 16×10) <input type="checkbox"/> apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., $98 \times 7 = (100 \times 7) - (2 \times 7)$)
<p>A5 demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems [C, CN, PS, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> illustrate partial products in expanded notation for both factors (e.g., for 36×42, determine the partial products for $(30 + 6) \times (40 + 2)$) <input type="checkbox"/> represent both 2-digit factors in expanded notation to illustrate the distributive property (e.g., to determine the partial products of 36×42, $(30 + 6) \times (40 + 2) = 30 \times 40 + 30 \times 2 + 6 \times 40 + 6 \times 2 = 1200 + 60 + 240 + 12 = 1512$) <input type="checkbox"/> model the steps for multiplying 2-digit factors using an array and base ten blocks, and record the process symbolically <input type="checkbox"/> describe a solution procedure for determining the product of two given 2-digit factors using a pictorial representation, such as an area model <input type="checkbox"/> solve a given multiplication problem in context using personal strategies and record the process

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>A6 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems [C, CN, PS]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> model the division process as equal sharing using base ten blocks and record it symbolically <input type="checkbox"/> explain that the interpretation of a remainder depends on the context: <ul style="list-style-type: none"> – ignore the remainder (e.g., making teams of 4 from 22 people) – round up the quotient (e.g., the number of five passenger cars required to transport 13 people) <input type="checkbox"/> express remainders as fractions (e.g., five apples shared by two people) <input type="checkbox"/> express remainders as decimals (e.g., measurement and money) <input type="checkbox"/> solve a given division problem in context using personal strategies, and record the process
<p>A7 demonstrate an understanding of fractions by using concrete and pictorial representations to</p> <ul style="list-style-type: none"> – create sets of equivalent fractions – compare fractions with like and unlike denominators <p>[C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create a set of equivalent fractions and explain why there are many equivalent fractions for any given fraction using concrete materials <input type="checkbox"/> model and explain that equivalent fractions represent the same quantity <input type="checkbox"/> determine if two given fractions are equivalent using concrete materials or pictorial representations <input type="checkbox"/> formulate and verify a rule for developing a set of equivalent fractions <input type="checkbox"/> identify equivalent fractions for a given fraction <input type="checkbox"/> compare two given fractions with unlike denominators by creating equivalent fractions <input type="checkbox"/> position a given set of fractions with like and unlike denominators on a number line and explain strategies used to determine the order
<p>A8 describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write the decimal for a given concrete or pictorial representation of part of a set, part of a region, or part of a unit of measure <input type="checkbox"/> represent a given decimal using concrete materials or a pictorial representation <input type="checkbox"/> represent an equivalent tenth, hundredth, or thousandth for a given decimal using a grid <input type="checkbox"/> express a given tenth as an equivalent hundredth and thousandth <input type="checkbox"/> express a given hundredth as an equivalent thousandth <input type="checkbox"/> describe the value of each digit in a given decimal

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>A9 relate decimals to fractions (to thousandths) [CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write a given decimal in fractional form <input type="checkbox"/> write a given fraction with a denominator of 10, 100, or 1000 as a decimal <input type="checkbox"/> express a given pictorial or concrete representation as a fraction or decimal (e.g., 250 shaded squares on a thousandth grid can be expressed as 0.250 or $\frac{25}{100}$)
<p>A10 compare and order decimals (to thousandths) by using</p> <ul style="list-style-type: none"> – benchmarks – place value – equivalent decimals <p>[CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> order a given set of decimals by placing them on a number line that contains benchmarks, 0.0, 0.5, 1.0 <input type="checkbox"/> order a given set of decimals including only tenths using place value <input type="checkbox"/> order a given set of decimals including only hundredths using place value <input type="checkbox"/> order a given set of decimals including only thousandths using place value <input type="checkbox"/> explain what is the same and what is different about 0.2, 0.20, and 0.200 <input type="checkbox"/> order a given set of decimals including tenths, hundredths, and thousandths using equivalent decimals
<p>A11 demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> place the decimal point in a sum or difference using front-end estimation (e.g., for $6.3 + 0.25 + 306.158$, think $6 + 306$, so the sum is greater than 312) <input type="checkbox"/> correct errors of decimal point placements in sums and differences without using paper and pencil <input type="checkbox"/> explain why keeping track of place value positions is important when adding and subtracting decimals <input type="checkbox"/> predict sums and differences of decimals using estimation strategies <input type="checkbox"/> solve a given problem that involves addition and subtraction of decimals, limited to thousandths

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

PATTERNS AND RELATIONS (*Patterns*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 determine the pattern rule to make predictions about subsequent elements [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> extend a given pattern with and without concrete materials, and explain how each element differs from the proceeding one <input type="checkbox"/> describe, orally or in writing, a given pattern using mathematical language, such as one more, one less, five more <input type="checkbox"/> write a mathematical expression to represent a given pattern, such as $r + 1$, $r - 1$, $r + 5$ <input type="checkbox"/> describe the relationship in a given table or chart using a mathematical expression <input type="checkbox"/> determine and explain why a given number is or is not the next element in a pattern <input type="checkbox"/> predict subsequent elements in a given pattern <input type="checkbox"/> solve a given problem by using a pattern rule to determine subsequent elements <input type="checkbox"/> represent a given pattern visually to verify predictions

PATTERNS AND RELATIONS (*Variables and Equations*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B2 solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions [C, CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> express a given problem in context as an equation where the unknown is represented by a letter variable <input type="checkbox"/> solve a given single-variable equation with the unknown in any of the terms (e.g., $n + 2 = 5$, $4 + a = 7$, $6 = r - 2$, $10 = 2c$) <input type="checkbox"/> create a problem in context for a given equation

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

SHAPE AND SPACE (*Measurement*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> construct or draw two or more rectangles for a given perimeter in a problem-solving context <input type="checkbox"/> construct or draw two or more rectangles for a given area in a problem-solving context <input type="checkbox"/> illustrate that for any given perimeter, the square or shape closest to a square will result in the greatest area <input type="checkbox"/> illustrate that for any given perimeter, the rectangle with the smallest possible width will result in the least area <input type="checkbox"/> provide a real-life context for when it is important to consider the relationship between area and perimeter
<p>C2 demonstrate an understanding of measuring length (mm) by</p> <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 <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide a referent for one millimetre and explain the choice <input type="checkbox"/> provide a referent for one centimetre and explain the choice <input type="checkbox"/> provide a referent for one metre and explain the choice <input type="checkbox"/> show that 10 millimetres is equivalent to 1 centimetre using concrete materials (e.g., ruler) <input type="checkbox"/> show that 1000 millimetres is equivalent to 1 metre using concrete materials (e.g., metre stick) <input type="checkbox"/> provide examples of when millimetres are used as the unit of measure
<p>C3 demonstrate an understanding of volume by</p> <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 <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify the cube as the most efficient unit for measuring volume and explain why <input type="checkbox"/> provide a referent for a cubic centimetre and explain the choice <input type="checkbox"/> provide a referent for a cubic metre and explain the choice <input type="checkbox"/> determine which standard cubic unit is represented by a given referent <input type="checkbox"/> estimate the volume of a given 3-D object using personal referents <input type="checkbox"/> determine the volume of a given 3-D object using manipulatives and explain the strategy <input type="checkbox"/> construct a rectangular prism for a given volume <input type="checkbox"/> explain that many rectangular prisms are possible for a given volume by constructing more than one rectangular prism for the same given volume

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>C4 demonstrate an understanding of capacity by</p> <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) <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate that 1000 millilitres is equivalent to 1 litre by filling a 1 litre container using a combination of smaller containers <input type="checkbox"/> provide a referent for a litre and explain the choice <input type="checkbox"/> provide a referent for a millilitre and explain the choice <input type="checkbox"/> determine which capacity unit is represented by a given referent <input type="checkbox"/> estimate the capacity of a given container using personal referents <input type="checkbox"/> determine the capacity of a given container using materials that take the shape of the inside of the container (e.g., a liquid, rice, sand, beads) and explain the strategy

SHAPE AND SPACE (3-D OBJECTS AND 2-D SHAPES)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are</p> <ul style="list-style-type: none"> - parallel - intersecting - perpendicular - vertical - horizontal <p>[C, CN, R, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify parallel, intersecting, perpendicular, vertical, and horizontal edges and faces on 3-D objects <input type="checkbox"/> identify parallel, intersecting, perpendicular, vertical, and horizontal sides on 2-D shapes <input type="checkbox"/> provide examples from the environment that show parallel, intersecting, perpendicular, vertical, and horizontal line segments <input type="checkbox"/> find examples of edges, faces, and sides that are parallel, intersecting, perpendicular, vertical, and horizontal in print and electronic media such as newspapers, magazines, and the internet <input type="checkbox"/> draw 2-D shapes or 3-D objects that have edges, faces and sides that are parallel, intersecting, perpendicular, vertical, or horizontal <input type="checkbox"/> describe the faces and edges of a given 3-D object using terms, such as parallel, intersecting, perpendicular, vertical, or horizontal <input type="checkbox"/> describe the sides of a given 2-D shape using terms, such as parallel, intersecting, perpendicular, vertical, or horizontal

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

<p>C6 identify and sort quadrilaterals, including</p> <ul style="list-style-type: none"> – rectangles – squares – trapezoids – parallelograms – rhombuses <p>according to their attributes [C, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the characteristics of a pre-sorted set of quadrilaterals <input type="checkbox"/> sort a given set of quadrilaterals and explain the sorting rule <input type="checkbox"/> sort a given set of quadrilaterals according to the lengths of the sides <input type="checkbox"/> sort a given set of quadrilaterals according to whether or not opposite sides are parallel
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SHAPE AND SPACE (TRANSFORMATIONS)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C7 perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image [C, CN, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> translate a given 2-D shape horizontally, vertically or diagonally, and describe the position and orientation of the image <input type="checkbox"/> rotate a given 2-D shape about a point, and describe the position and orientation of the image <input type="checkbox"/> reflect a given 2-D shape in a line of reflection, and describe the position and orientation of the image <input type="checkbox"/> perform a transformation of a given 2-D shape by following instructions <input type="checkbox"/> draw a 2-D shape, translate the shape, and record the translation by describing the direction and magnitude of the movement <input type="checkbox"/> draw a 2-D shape, rotate the shape, and describe the direction of the turn (clockwise or counterclockwise), the fraction of the turn, and the point of rotation <input type="checkbox"/> draw a 2-D shape, reflect the shape, and identify the line of reflection and the distance of the image from the line of reflection <input type="checkbox"/> predict the result of a single transformation of a 2-D shape and verify the prediction
<p>C8 identify a single transformation, including a translation, rotation, and reflection of 2-D shapes [C, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide an example of a translation, a rotation and a reflection <input type="checkbox"/> identify a given single transformation as a translation, rotation, or reflection <input type="checkbox"/> describe a given rotation by the direction of the turn (clockwise or counterclockwise)

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

STATISTICS AND PROBABILITY (DATA ANALYSIS)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 differentiate between first-hand and second-hand data [C, R, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain the difference between first-hand and second-hand data <input type="checkbox"/> formulate a question that can best be answered using first-hand data and explain why <input type="checkbox"/> formulate a question that can best be answered using second-hand data and explain why <input type="checkbox"/> find examples of second-hand data in print and electronic media, such as newspapers, magazines, and the internet
<p>D2 construct and interpret double bar graphs to draw conclusions [C, PS, R, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine the attributes (title, axes, intervals, and legend) of double bar graphs by comparing a given set of double bar graphs <input type="checkbox"/> represent a given set of data by creating a double bar graph, label the title and axes, and create a legend without the use of technology <input type="checkbox"/> draw conclusions from a given double bar graph to answer questions <input type="checkbox"/> provide examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines, and the internet <input type="checkbox"/> solve a given problem by constructing and interpreting a double bar graph

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

STATISTICS AND PROBABILITY (CHANCE AND UNCERTAINTY)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D3 describe the likelihood of a single outcome occurring using words such as</p> <ul style="list-style-type: none"> - impossible - possible - certain <p>[C, CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide examples of events that are impossible, possible, or certain from personal contexts <input type="checkbox"/> classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain <input type="checkbox"/> design and conduct a probability experiment in which the likelihood of a single outcome occurring is impossible, possible, or certain <input type="checkbox"/> conduct a given probability experiment a number of times, record the outcomes, and explain the results
<p>D4 compare the likelihood of two possible outcomes occurring using words such as</p> <ul style="list-style-type: none"> - less likely - equally likely - more likely <p>[C, CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify outcomes from a given probability experiment which are less likely, equally likely, or more likely to occur than other outcomes <input type="checkbox"/> design and conduct a probability experiment in which one outcome is less likely to occur than the other outcome <input type="checkbox"/> design and conduct a probability experiment in which one outcome is equally as likely to occur as the other outcome <input type="checkbox"/> design and conduct a probability experiment in which one outcome is more likely to occur than the other outcome

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

PHYSICAL EDUCATION – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge</p> <p>A1 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the personal physical health benefits of regular participation in physical activities based on their own experiences (e.g., strong arm and leg muscles, healthy heart, increased energy levels, increased flexibility) <input type="checkbox"/> list and describe the emotional health benefits of participation in physical activities based on their own experiences (e.g., making new friends, increased confidence)
<p>A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility</p>	<ul style="list-style-type: none"> <input type="checkbox"/> define <i>muscular strength and endurance</i>, <i>cardiovascular endurance</i>, and <i>flexibility</i> as the inter-related factors that determine a person’s physical fitness <input type="checkbox"/> demonstrate an understanding that components of fitness are developed through a variety of types of physical activities done with appropriate levels of frequency and intensity
<p>A3 analyse the relationship between nutrition and physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on research and class activities, analyse the relationship between water and food intake, and physical activity (e.g., adequate amount of water, variety of foods for energy and for bone and muscle development)
<p>A4 set a personal goal for physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> set a realistic and appropriate personal goal for physical activity (e.g., improving a specific skill, increasing participation, trying a new activity) <input type="checkbox"/> relate their physical activity goals to nutritional choices (e.g., ensuring an appropriate balance between activity and food intake to support their goals)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>Participation</p> <p>A5 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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in physiological changes such as increased heart and breathing rate and feeling warm <input type="checkbox"/> participate continuously in moderate to vigorous physical activities, allowing for short rest periods as appropriate to the individual students <input type="checkbox"/> with teacher support, select and participate in physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility (e.g., weight training, swimming laps, pilates)

MOVEMENT SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate the preparation (ready position), movement, and follow-through phases for a selected physical activity, such as throwing, kicking, catching, or jumping
<p>B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> maintain technique while kicking, striking, or throwing objects varying distances in predictable settings, demonstrating an understanding of force, direction, and levels (e.g., adjusting force while kicking a soccer ball, adjusting level while striking a table-tennis ball with a racquet, changing direction to throw a softball) <input type="checkbox"/> achieve regular contact with object <input type="checkbox"/> attempt striking and throwing with either hand; attempt kicking with either foot
<p>B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels</p>	<ul style="list-style-type: none"> <input type="checkbox"/> adjust level to catch object (e.g., jump to catch, crouch to catch) in a variety of situations, such as <ul style="list-style-type: none"> – against a wall (e.g., handball) – alone (e.g., juggling scarves) – with a stationary partner (e.g., basketball drills) – with a moving partner (e.g., ultimate) <input type="checkbox"/> adjust speed or force to receive object (e.g., run to meet and catch with hands or trap with feet, catch a ball with a scoop to absorb a force) <input type="checkbox"/> attempt receiving objects with either hand or foot

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills	<ul style="list-style-type: none"> <input type="checkbox"/> create sequences of known movement skills in ABA, ABBA, and ABC structures in a variety of activity categories (e.g., hip-hop, bench or floor gymnastic routines, martial arts, aerobics, basketball or volleyball sequences) <input type="checkbox"/> combine non-locomotor, locomotor, and manipulative movement skills to create repeatable sequences with a beginning, middle, and end <input type="checkbox"/> create movement sequences using a variety of directions, levels, and pathways (e.g., straight, curved, zigzag) <input type="checkbox"/> create movement sequences for partner and group work <input type="checkbox"/> repeat their movement sequences and refine as appropriate <input type="checkbox"/> use appropriate vocabulary to describe movement and movement sequences (e.g., non-locomotor, locomotor, manipulative, pathway, level)

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions, rules, and routines for safe use of equipment and facilities (e.g., choosing appropriate equipment, safe methods of entering and exiting the activity; safe use of implements, appropriate supervision and spotting as applicable) <input type="checkbox"/> describe appropriate attire for a variety of physical activities (e.g., secure and non-slip footwear for activities involving running, no loose hair or jewellery, warm clothing for outdoor winter activities, sun protection) <input type="checkbox"/> demonstrate an awareness of their own abilities for safe participation in physical activity (e.g., cardiovascular endurance, skill level for specific activities, confidence)
C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the importance of warmup and cooldown activities (e.g., warmup – for physical safety, to improve efficiency of movement, to focus on the task at hand; cooldown – to return heart and breathing to resting rate, to help re-focus on next activity) <input type="checkbox"/> recognize that proper warmup activities (e.g., light aerobic activity, stretching exercises) prepare muscles for vigorous activities and increase blood circulation and elasticity of muscles and ligaments)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C3 demonstrate fair play in physical activity	<ul style="list-style-type: none"> <input type="checkbox"/> identify role models who demonstrate fair play in physical activity (e.g., other students in the school, family members, community athletes, Olympic athletes) <input type="checkbox"/> consistently demonstrate fair play for various activities (e.g., adjusting activities to be inclusive of all participants, allowing everyone to have a chance at the activity, accepting outcomes graciously)
C4 demonstrate leadership in physical activity	<ul style="list-style-type: none"> <input type="checkbox"/> assist peers in safe participation in selected physical activities (e.g., spotting) <input type="checkbox"/> with teacher or peer support, lead a warmup or cooldown routine <input type="checkbox"/> model and lead others in following directions, rules, and routines for familiar activities in a variety of settings <input type="checkbox"/> demonstrate leadership in selecting partners or teams fairly and appropriately (e.g., numbering off, rotating) <input type="checkbox"/> demonstrate routines and skills in partners or small groups

SCIENCE – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • identify variables that can be changed in an experiment 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately list variables that can be changed in a given experiment (e.g., the amount, material, duration) <input type="checkbox"/> outline an experiment where factors can be determined (e.g., toy car rally)
<ul style="list-style-type: none"> • evaluate the fairness of a given experiment 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately list variables in a given experiment that can be tested (e.g., running shoe tread) <input type="checkbox"/> create a comprehensive report on the fairness of a given experiment
<ul style="list-style-type: none"> • describe the steps in designing an experiment 	<ul style="list-style-type: none"> <input type="checkbox"/> identify several of the components in an experiment (e.g., PURPOSE: develop an experimental prediction, write a testable question, identify the variables, plan setup and equipment, predict possible outcomes, devise a set of tests PROCEDURE: conduct the investigation as planned, then collect the results. RESULTS: analyse the data and communicate the final conclusions) <input type="checkbox"/> with teacher support, prepare an experimental plan that shows all the necessary components

LIFE SCIENCE: HUMAN BODY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the organs and their functions in a human body system <input type="checkbox"/> illustrate the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems <input type="checkbox"/> with teacher support, conduct various experiments to safely measure and record the responses of the various systems (e.g., heart rate, lung capacity, and reaction time)
<ul style="list-style-type: none"> • explain how the different body systems are interconnected 	<ul style="list-style-type: none"> <input type="checkbox"/> generate and answer several questions to investigate how body systems are integrated (e.g., How are the various systems connected to each other? Could one system live without the other systems? If not, why not?) <input type="checkbox"/> demonstrate various ways in which body systems work together, using role plays, posters, and/or 3-D representations

PHYSICAL SCIENCE: FORCES AND SIMPLE MACHINES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • demonstrate how various forces can affect the movement of objects 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately describe the effects of increasing and decreasing the amount of force applied to an object (e.g., lifting a wooden block) <input type="checkbox"/> compare the effects of friction on the movement of an object over a variety of surfaces (e.g., sandpaper, rug, smooth wood, chalk dust, gravel) <input type="checkbox"/> with teacher support, design a fair test to see how an object’s motion is affected by ramps with different surfaces, slope, length, and initial height
<ul style="list-style-type: none"> • demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw, and wheel 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and classify everyday devices according to the six basic machines (lever, wedge, inclined plane, screw, roller, axle, wheel, and pulley) <input type="checkbox"/> compare the advantages and disadvantages of various simple machines for identical tasks (i.e., choosing the right machine for the right job)
<ul style="list-style-type: none"> • design a compound machine 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the simple machine incorporated into the working parts of compound machines designed for a specific task (e.g., lifting, pulling, and carrying heavy loads) <input type="checkbox"/> proficiently assemble a compound machine, illustrating in detail how it is constructed from a combination of simple machines
<ul style="list-style-type: none"> • describe applications of simple and compound machines used in daily life in BC communities 	<ul style="list-style-type: none"> <input type="checkbox"/> give several examples of some common heavy machines that contain simple machines (e.g., fork-lift, grader, crane, log-loader) <input type="checkbox"/> illustrate in detail how a combination of simple machines can be used to solve various problems in daily life <input type="checkbox"/> describe the various ways in which Aboriginal peoples in BC have used machines to meet basic and artistic needs in their daily lives

EARTH AND SPACE SCIENCE: RENEWABLE AND NON-RENEWABLE RESOURCES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • analyse how BC’s living and non-living resources are used 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, analyse data and correctly classify BC’s resources as renewable or non-renewable (e.g., renewable: salmon; non-renewable: copper) <input type="checkbox"/> explain in detail various ways in which BC’s resources are used (i.e., for commercial and/or recreational purposes)
<ul style="list-style-type: none"> • identify methods of extracting or harvesting and processing BC’s resources 	<ul style="list-style-type: none"> <input type="checkbox"/> illustrate several examples of resource harvesting or extraction (e.g., salmon, trees, oil, gas, water, copper, coal) <input type="checkbox"/> trace a finished BC resource-based product (e.g., a tin of salmon, cedar basket, oil and gas) to its source
<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 	<ul style="list-style-type: none"> <input type="checkbox"/> illustrate in detail various ways in which Aboriginal peoples take care of the land and the resources <input type="checkbox"/> explain, citing examples, how and why Aboriginal peoples’ unique relationship with the environment demonstrates responsibility for the land and resources
<ul style="list-style-type: none"> • describe potential environmental impacts of using BC’s living and nonliving resources 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe a variety of solutions to address the issue of natural resource management in BC (e.g., conservation of resources through recycling) <input type="checkbox"/> collect relevant data and coherently articulate various points of view on a local resource issue in BC

SOCIAL STUDIES – GRADE 5
PRESCRIBED LEARNING OUTCOMES AND
SUGGESTED ACHIEVEMENT INDICATORS



SKILLS AND PROCESSES OF SOCIAL STUDIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues</p>	<ul style="list-style-type: none"> <input type="checkbox"/> state a hypothesis about a selected problem or issue <input type="checkbox"/> use inference, imagination, and pattern identification to clarify and define an issue or problem <input type="checkbox"/> compare a range of points of view on an issue <input type="checkbox"/> summarize information and viewpoints about an issue or problem
<p>A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada <input type="checkbox"/> describe a selected place in Canada using both absolute and relative location <input type="checkbox"/> use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population) <input type="checkbox"/> recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution, topographic maps show elevation, political maps show provincial boundaries) <input type="checkbox"/> create maps to represent aspects of a specific place (e.g., economic activity, landforms and bodies of water), applying keys and legends <input type="checkbox"/> create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province’s entry into Confederation, creation of Nunavut)
<p>A3 gather a body of information from a variety of primary and secondary sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> retell a story from an interview (e.g., residential school student, new Canadian, war veteran, elder) <input type="checkbox"/> apply established criteria to compare information sources (e.g., relevance, accuracy, authorship) <input type="checkbox"/> apply a variety of strategies to record information gathered from sources <input type="checkbox"/> create a bibliography of all sources used
<p>A4 create a presentation on a selected topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use an outline to organize information into a coherent format <input type="checkbox"/> create a presentation using more than one form of representation (e.g., poster and oral report)

Prescribed Learning Outcomes	Suggested Achievement Indicators
A5 defend a position on a selected topic	<ul style="list-style-type: none"> <input type="checkbox"/> identify alternative interpretations and viewpoints on a selected topic (e.g., immigration, resource use) <input type="checkbox"/> demonstrate an awareness of reasons why people have differing views <input type="checkbox"/> research information to define and defend a position on a selected topic
A6 implement a plan of action to address a selected school, community, or national problem or issue	<ul style="list-style-type: none"> <input type="checkbox"/> compare and assess two or more perspectives on a school, local, or national problem or issue <input type="checkbox"/> select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection) <input type="checkbox"/> identify opportunities for civic participation at the school, community, provincial, and national levels <input type="checkbox"/> individually or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing, editorial in school or community newspaper, petition)

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 describe the significance of key events and factors in the development of BC and Canada, including</p> <ul style="list-style-type: none"> – the fur trade – the railroad – the Fraser/Cariboo gold rush 	<ul style="list-style-type: none"> <input type="checkbox"/> describe key events and factors in the development of BC and Canada in terms of their <ul style="list-style-type: none"> – context and rationale – major figures – conflicts – outcome <input type="checkbox"/> describe roles of the fur trade, the CPR, and the gold rush in the development of Canada <input type="checkbox"/> create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada, such as <ul style="list-style-type: none"> – the Age of Exploration – the fur trade – building the Canadian Pacific Railway – the Fraser/Cariboo gold rush – evolution of the NWMP/RCMP – Confederation and the years each province and territory entered Confederation

Prescribed Learning Outcomes	Suggested Achievement Indicators
B2 assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada	<ul style="list-style-type: none"> <input type="checkbox"/> give historical reasons for the immigration of specific cultural groups to Canada (e.g., Irish potato famine, railroad workforce, World War II refugees, underground railroad, Acadians, western settlement campaign, gold rushes) <input type="checkbox"/> through role play, simulations, or letters, present personal perspectives of the challenges faced by immigrants (e.g., climate, language, religious freedom, employment) <input type="checkbox"/> create a representation of how immigration has led to the development of Canada as a cultural mosaic <input type="checkbox"/> create a presentation on the heritage(s) of their own families <input type="checkbox"/> compare what it meant to be a citizen in pre-Confederation Canada to what it means today (e.g., voting rights)
B3 describe the contributions of significant individuals to the development of Canada’s identity	<ul style="list-style-type: none"> <input type="checkbox"/> identify significant individuals who have contributed to the development of Canada’s identity in various areas (e.g., the arts, literature, science and medicine, government, military, explorers, law and order, public service) <input type="checkbox"/> represent the roles of Aboriginal peoples, the British, and the French in key events in Canadian history <input type="checkbox"/> present a report to describe the contributions of one or more significant individuals to the history of Canada (e.g., in the artistic, scientific/technological, business, or military fields)

GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 demonstrate knowledge of how Confederation formed Canada as a nation	<ul style="list-style-type: none"> <input type="checkbox"/> describe the significance of <i>the British North America Act</i> of 1867 and the <i>Constitution Act</i> of 1982 <input type="checkbox"/> explain the significance of a constitution (e.g., establishing rule of law, government structure) <input type="checkbox"/> create a timeline or other representation to show when each province and territory entered Confederation <input type="checkbox"/> describe the significant events and people contributing to Confederation (e.g., gold rushes, railway, John A. Macdonald, Pierre Trudeau) <input type="checkbox"/> describe the significance of bilingualism in Canada

Prescribed Learning Outcomes	Suggested Achievement Indicators
C2 describe levels, responsibilities, and the election of government in Canada	<ul style="list-style-type: none"> <input type="checkbox"/> distinguish the different levels of government in Canada – municipal, provincial, territorial, federal <input type="checkbox"/> summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes) <input type="checkbox"/> identify key roles within the provincial, territorial, and federal governments in Canada (e.g., Premier, Prime Minister, MLA, MP, Speaker, Lieutenant Governor, Governor General, cabinet, senate, government ministries, Ombudsman, crown corporations) <input type="checkbox"/> accurately name their elected and appointed provincial and federal government leaders, such as local MLA and MP, the Premier of BC, the Lieutenant Governor of BC, the Prime Minister of Canada, and the Governor General of Canada <input type="checkbox"/> through role play, simulations, or case study, examine the election process (e.g., political parties, voting)
C3 identify the distinct governance structures of First Nations in Canada	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe levels and structures of First Nations governments in Canada (e.g., elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations) <input type="checkbox"/> recognize that individual First Nations have distinctive concepts of governance structures <input type="checkbox"/> describe how First Nations governments are established (e.g., <i>Indian Act</i>, treaties)

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
D1 analyse the relationship between the economic development of communities and their available resources	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of specific resources that affected settlement patterns in BC and Canada (e.g., gold, coal, forests, fish, fur-bearing animals, fertile land) <input type="checkbox"/> relate supply and demand using specific resource examples (e.g., boom and bust in Barkerville, fashion trends in Europe driving the fur trade) <input type="checkbox"/> with reference to specific examples, explain how technology has affected the discovery, extraction, processing, and marketing of selected natural resources (e.g., undersea mining, greenhouse agriculture, fish farms)

Prescribed Learning Outcomes	Suggested Achievement Indicators
D2 analyse the development of transportation systems in BC and Canada	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons why transportation technologies were important to Canada (e.g., to connect a relatively small population in a large land mass, to move natural resources from one part of the country to another and to other countries) <input type="checkbox"/> explain the significance of the railroad to the development of Canada as a nation <input type="checkbox"/> compare modes of transportation used in different places and times in Canada (e.g., railway, dog sled, canoe, wagon) <input type="checkbox"/> create a presentation (e.g., written or oral report, drama, electronic slide show) on the history and development of a selected mode of transportation <input type="checkbox"/> use a map to identify major transportation systems and technologies in contemporary BC and Canada (e.g., ferry routes, highways, railways, airports)

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
E1 describe the major physical regions of Canada	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe geographic features (e.g., bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal) <input type="checkbox"/> name and locate on a map the major physical regions of Canada (e.g., Appalachians, Arctic lowland, Canadian Shield, cordillera, Great Lakes/St. Lawrence lowlands, Hudson Bay lowlands, Innuitian, interior plain) <input type="checkbox"/> use thematic maps to describe the physical features of each region in Canada (e.g., vegetation, terrain, rock and mineral types)
E2 describe the location of natural resources within BC and Canada, including <ul style="list-style-type: none"> – fish and marine resources – forests – minerals – energy resources 	<ul style="list-style-type: none"> <input type="checkbox"/> identify significant natural resources in BC and Canada, including <ul style="list-style-type: none"> – fish and marine resources (e.g., salmon, cod, oysters, lobster, abalone, seaweed, salt) – forests – minerals (e.g., diamonds, gold, asbestos, tin, copper) – energy resources (e.g., natural gas, petroleum, coal, hydro) <input type="checkbox"/> use thematic maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)

Prescribed Learning Outcomes	Suggested Achievement Indicators
E3 explain why sustainability is important	<ul style="list-style-type: none"> <input type="checkbox"/> define and give examples of renewable resources (e.g., forests, fish) and non-renewable resources (e.g., mining, petroleum) in Canada <input type="checkbox"/> speculate on the potential consequences of non-sustainable practices in resource use (e.g., won't be there for future generations, effects on wildlife, local and global effects) <input type="checkbox"/> give examples of how people can demonstrate stewardship of resources and the environment (e.g., limiting waste, conserving energy and water, reusing materials)
E4 analyse environmental effects of settlement in early BC and Canada	<ul style="list-style-type: none"> <input type="checkbox"/> describe how early explorers and settlers affected their physical environment (e.g., settlement patterns, transportation, clothing, housing, agriculture) <input type="checkbox"/> outline how historical events such as the fur trade, the gold rushes, and the building of the CPR affected physical environments in BC and Canada

DAILY PHYSICAL ACTIVITY – GRADE 5

Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> participate in physical activities for a minimum of 30 minutes during each school day 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day
<ul style="list-style-type: none"> participate in a range of endurance activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)
<ul style="list-style-type: none"> participate in a range of strength activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)
<ul style="list-style-type: none"> participate in a range of flexibility activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)