

## GRADE 5 CURRICULUM CONNECTIONS

<b>Language Arts &amp; Literature</b>		
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>How can the presentation of ideas and information be enhanced through oral communication?</b>	
<b>Learning Outcome</b>	<b>Students investigate how oral language can be designed to communicate ideas and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss cultural contexts of oral traditions.	1,9
	Discuss meanings of stories and lessons shared orally.	1,2,3,4,5,6,7,8,9
	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.	1,2,3,4,5,6,7,8,9
	Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.	1,2,3,4,5,6,7,8,9
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How does the interpretation of evidence support comprehension of texts?</b>	
<b>Learning Outcome</b>	<b>Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</b>	
	<b>Skills &amp; Procedures</b>	
	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	2,3,6
	Analyze ideas and information in texts to interpret and respond.	6
	Use evidence from texts or additional sources to support responses and interpretations.	6
	Identify various perspectives in texts and propose alternative perspectives.	4
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How does proficient writing enhance communication skills?</b>	
<b>Learning Outcome</b>	<b>Students enhance the accuracy and artistry of expression through creative and critical thinking processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	2,8
	Develop creative expression through the use of organizational processes, methods, and tools.	7
	Edit writing for spelling, punctuation, and grammar.	2,8
	Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.	2,5,7,8
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	2,5,6,8
	Narrow research questions to determine a clear, well-defined topic.	6
	Select a variety of relevant sources to inform writing.	6
	Access and use information ethically.	6

## GRADE 5 CURRICULUM CONNECTIONS

<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How can a variety of life experiences influence resilience and perseverance?</b>	
<b>Learning Outcome</b>	<b>Students reflect and relate life experiences to perseverance and well-being.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify life experiences that have influenced thinking or behaviour.	2
	Reflect on personal learning and development in a variety of experiences.	4,5,7,8,9
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How might healthy relationships support understanding in various social contexts?</b>	
<b>Learning Outcome</b>	<b>Students acknowledge and connect perspectives of self and others through communication and listening skills.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe how listening and communication skills can support understanding of individual and group perspectives.	3,7
	Demonstrate respectful communication skills when working with others on tasks or challenges.	4,5,7,9

<b>Social Studies</b>		
<b>General Outcome</b>	<b>Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage</b>	
<b>Specific Outcomes</b>	<i>Students will:</i>	
<b>5.2.1</b>	<b>appreciate the complexity of identity in the Canadian context:</b>	
	acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)	1,2,3,4,5,6,7,8,9
<b>5.2.2</b>	<b>examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:</b>	
	What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP)	1

<b>Science</b>		
<b>General Learner Expectations</b>	<b>5-4 Demonstrate positive ways for the study of science and for the application of science in responsible ways.</b>	
<b>Specific Learner Expectations</b>	<i>Students will show growth in acquiring and applying the following traits:</i>	
	respect for living things and environments, and commitment for their care.	2,3,5,7

## GRADE 5 CURRICULUM CONNECTIONS

<b>Art</b>		
EXPRESSION		
Component 3	APPRECIATION: Students will interpret artworks for their symbolic meaning.	
Concepts		
	B. An artwork can be analyzed for the meaning of its visible components and their interrelationships	8
	C. Artworks contain symbolic representations of a subject or theme.	8
	D. Artworks can be appreciated at many different level, literal and symbolic.	8
Component 10 (ii)	SUBJECT MATER: Students will develop themes, with an emphasis on global awareness, based on:	
Concepts		
	A. Plants and animals	8
	B. Environment and places	8