



Learning

Outcomes

Framework

April 2004

Grade 5

Learning Outcomes Framework
Grade 5

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Introduction

The learning outcomes framework comprises a series of curriculum outcomes statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in the primary–graduation continuum. Through an ongoing process, the Department of Education is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides listed in *Public School Programs: 2002–2003*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *Vision and Learning Outcomes for the Integration of Information Technologies within Nova Scotia Public School Programs*.

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes. For some subject areas, key-stage curriculum outcomes are also included. It should be noted that specific curriculum outcomes noted for social studies and science are draft statements. While implementation of new curriculum in these subjects is not yet required, teachers may wish to consider these draft statements in planning their instructional programs.

Elementary Program Components

Elementary schools must include, for all children in each year's program for grades primary–6, health education, language arts, mathematics, music, physical education, social studies, science, and visual arts. In English schools, core French must be offered beginning at grade 4. Where offered, Gaelic as a second language and Mi'kmaq as a second language may be introduced at grade 3. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of grades primary–6 to use in integrating technology education within learning experiences across the curriculum.

Core French

Key-Stage Curriculum Outcomes

By the end of grade 6, students will be expected to

Specific Curriculum Outcomes

Students will be expected to

Communication

GCO: On the basis of their experience in the Core French curriculum, students will be expected to

- communicate effectively in French, both orally and in writing
- interact appropriately in a variety of situations that relate to their needs and interests

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| <ul style="list-style-type: none"> • cope in a classroom where French is the language spoken • share information by using simple sentences and/or by answering questions • use simple questions for information • share their tastes, preferences, interests and feelings • participate in a variety of interactive activities | <ul style="list-style-type: none"> • follow and give directions (developing) |
| <ul style="list-style-type: none"> • demonstrate an understanding of the main idea in a simple text | <ul style="list-style-type: none"> • introduce themselves, greet someone (developing) |
| <ul style="list-style-type: none"> • pick out relevant details in a simple text | <ul style="list-style-type: none"> • ask for and give information (developing) |
| <ul style="list-style-type: none"> • respond personally to simple texts | <ul style="list-style-type: none"> • express and justify their wishes and preferences (developing) • identify and describe objects, animals, people, events and places that are part of their environment (developing) • participate in conversations, games, brain-storming, surveys and skits (developing) • extend an invitation (developing) • convince (developing) • retell an event (emerging) • make a report (emerging) |
| <ul style="list-style-type: none"> • produce a variety of simple texts, often by following a model | <ul style="list-style-type: none"> • recognize the characteristics of different types of texts: expressive, informative, persuasive, humorous, poetic (developing) • read to find specific information in newspapers, magazines, rules, directions, pamphlets, jokes, songs, comic strips and technology resources (developing) • respond personally to texts through song, mime, drawing and drama (developing) • compose greeting cards, letters, simple descriptions, reports, lists, legends for illustrations and maps, slogans, songs, chants, rhymes, comic strips, posters, crossword puzzles and e-mail (developing) • revise and correct their text with a checklist or model (developing) |

Key-Stage Curriculum Outcomes

By the end of grade 6, students will be expected to

Specific Curriculum Outcomes

Students will be expected to

Culture

GCO: On the basis of their experience in the Core French curriculum, students will be expected to

- demonstrate an appreciation and understanding of francophone cultures, while comparing them with their own culture
 - demonstrate an appreciation and understanding of Canada's multicultural reality
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- | | |
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| <ul style="list-style-type: none"> • identify and locate certain francophone communities locally, provincially and nationally • identify and describe certain realities of francophone cultures • name some similarities and differences between their cultures and the francophone cultures • identify some contemporary francophone personalities • demonstrate an awareness of Canada's cultural mosaic • demonstrate knowledge of authentic nursery rhymes and songs • identify the signs of bilingualism in our society | <ul style="list-style-type: none"> • recognize and describe, both orally and in writing, the Acadian presence locally and provincially; for example, the names of families, streets, schools, restaurants and place (developing) • recognize the francophone presence in other provinces, communities (emerging) • recognize and describe, both orally and in writing, certain aspects of the Acadian and francophone cultures in other provinces; for example, food, local festivals (developing) • compare their own culture with the Acadian culture (developing) • compare certain aspects of the Acadian and francophone culture in Canada and elsewhere in the world (developing) • listen to French popular music (developing) • name some Acadian and Quebecois musicians, athletes, politicians, etc. (developing) • listen to/watch the media in French, including the Internet (developing) • read advertisements concerning cultural activities, for example, pamphlets, posters, newspapers, magazines (emerging) • identify celebrities representative of the Canadian mosaic (developing) • sing "Ô Canada" (developing) • sing traditional folk songs (developing) • use nursery rhymes, rhyming games (developing) • be aware that labels are written in both official languages (developing) • recognize that Canadian advertising is done in both official languages (developing) |
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Key-Stage Curriculum Outcomes

By the end of grade 6, students will be expected to

Specific Curriculum Outcomes

Students will be expected to

General Language Education

GCO: On the basis of their experience in the Core French curriculum, students will be expected to

- choose and implement strategies to facilitate their communication in French and improve their learning

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| <ul style="list-style-type: none"> use learning strategies, communication strategies and social strategies to communicate in French, both orally and in writing | <ul style="list-style-type: none"> anticipate the message in oral or written texts (developing) create connections between an oral or written text and their prior knowledge (developing) use images, graphic representations, objects, gestures and actions to communicate (developing) ask one to repeat, to slow down (developing) ask for clarifications, explanations (emerging) make use of production model (developing) use context to understand a message (developing) follow the steps in the writing process (developing) recognize cognates and words in the same family (developing) identify key words in a text (developing) listen attentively and selectively for information (developing) show a tolerance for ambiguity (developing) make use of a variety of resources and technologies (developing) take risks and accept error (developing) interact and cooperate with their peers (take turns, accept the suggestions of others, share information and materials) (developing) practice (developing) reflect on and evaluate their own learning (developing) |
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Language

GCO: On the basis of their experience in the Core French curriculum, students will be expected to

- recognize and use in context elements of the linguistic code, orally and in writing, to facilitate their communication in French.

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| <ul style="list-style-type: none"> recognize the vocabulary, expressions, and structures relating to the needs in the classroom and to areas of experience use the vocabulary, expressions, and structures related to needs in the classroom and to areas of experience | <ul style="list-style-type: none"> introduce themselves, greet someone using simple sentences in the present tense (developing) ask for and give information using simple sentences in the present tense, the interrogative, and adjectives (developing) ask for and give information using simple sentences in the present and past tenses (first person singular) (emerging) |
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Key-Stage Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- follow and give directions, using the imperative and infinitive (developing)
- recount an event or do a report, using the present and past tenses, the negative, and conjunctions such as *et, mais, ou, puis, parce que* (emerging)
- infer the development and ending of a story using the verb tenses and conjunctions (developing)
- compose different texts using simple sentences in the present tense, the imperative, negative and interrogative (developing)
- compose different texts using simple sentences in the future and past tenses (first person singular) and conjunctions (emerging)
- revise and correct their texts using knowledge of vocabulary, expressions, gender, and number accord with verb forms and adjectives (emerging)

English Language Arts

General Curriculum Outcomes Specific Curriculum Outcomes

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

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

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

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

Students will be expected to

- 1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
 - 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
 - 1.3 explain and support personal ideas and opinions
 - 1.4 listen critically to others' ideas and opinions
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
 - 2.2 use word choice and expression appropriate to the speaking occasion
 - 2.3 give and follow precise instructions and respond to questions and directions
 - 2.4 engage in, respond to, and evaluate oral presentations
- 3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
 - 3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
 - 3.3 consider purpose and the needs and expectations of their audience
- 4.1 select, independently, texts appropriate to their interests and learning needs
 - 4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors
 - 4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information
 - 4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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| <p>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</p> | <p>4.5 describe and discuss their own processes and strategies in reading and viewing</p> <p>5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts</p> <ul style="list-style-type: none"> – respond to personal, group, and instructional needs for information through accessing a variety of texts – demonstrate understanding of how classification systems and basic reference materials are used to facilitate research – use a range of reference texts and a database or an electronic search to aid in the selection of texts – increase their abilities to access information in response to their own and others' questions |
| <p>GCO 6: Students will be expected to respond personally to a range of texts.</p> | <p>6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects</p> <p>6.2 support their opinions about texts and features of types of texts</p> |
| <p>GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</p> | <p>7.1 use their background knowledge to question and analyse information presented in print and visual texts</p> <p>7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view</p> <p>7.3 respond critically to texts by</p> <ul style="list-style-type: none"> – applying strategies to analyse a text – demonstrating growing awareness that all texts reflect a purpose and a point of view – identifying instances where language is being used to manipulate, persuade, or control them – identifying instances of opinion, prejudice, bias, and stereotyping |
| <p>GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p> | <p>8.1 use a range of strategies in writing and other ways of representing to</p> <ul style="list-style-type: none"> – frame questions and answers to those questions – generate topics of personal interest and importance – record, develop, and reflect on ideas, attitudes, and opinions – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record and reflect on experiences and their responses to them – formulate and monitor goals for learning |

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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

- practise and extend strategies for monitoring learning
- 8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)
- 8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

- 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms
 - use specific features, structures, and patterns of various text forms to create written and media texts
- 9.2 address the demands of a variety of purposes and audiences
 - make choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
 - use audience reaction to help shape subsequent drafts
 - reflect on their final drafts from a reader's/viewer's/listener's point of view

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

- 10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- 10.2 demonstrate an increasing understanding of the conventions of written language in final products
 - use basic spelling rules and show an understanding of irregularities
 - use appropriate syntax in final products
 - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement
- 10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning

Health Education

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

The Body: Growth and Development

GCO A: Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

- A1.1 demonstrate a knowledge of the circulatory and respiratory systems and their related organs
- A1.2 demonstrate an understanding of the reproductive and endocrine systems and their related organs
- A2.1 demonstrate an understanding of how the respiratory and circulatory systems work together to exchange gases within the body
- A2.2 demonstrate an understanding of how the reproductive and endocrine systems work together to create new life
- A3.1 demonstrate a knowledge of the physical and emotional changes that take place during puberty

Strategies for Healthy Living

GCO B: Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

- B1.1 demonstrate a knowledge of the 6 major nutrients and how they affect body functions
- B1.2 make healthy, balanced food choices
- B1.3 demonstrate an understanding of the impact of additives on the nutritional value and safety of food
- B2.1 identify and demonstrate effective ways of responding to direct and indirect pressure to use alcohol and other drugs
- B3.1 identify and practise basic first aid procedures
- B3.2 identify and practise outdoor safety precautions
- B3.3 identify and practice strategies for preventing injury in various competitive sports
- B3.4 identify strategies for preventing and responding to various types of poisoning
- B3.5 recognize and avoid threatening situations
- B4.1 demonstrate a knowledge of the symptoms and prevention of sexually transmitted diseases
- B4.2 demonstrate a knowledge of the symptoms and prevention of HIV/AIDS
- B4.3 demonstrate a knowledge of the effect of tobacco, alcohol, and cannabis on the body systems
- B4.4 identify and practise strategies for maintaining a healthy heart

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- B5.1 demonstrate strategies for managing anger in oneself and others
- B5.2 demonstrate strategies for managing feelings associated with the physical and social changes of puberty
- B6.1 demonstrate a knowledge of hygiene
- B7.1 participate in a broad range of physical activities
- B7.2 engage in cardiorespiratory exercise and identify its benefits

Values and Practices for Healthy Living

GCO C: Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

- C1.1 demonstrate an awareness of the influence of family practices and values on their lifestyle choices
- C2.1 identify ways that volunteer groups and government agencies contribute to the health of the community
- C3.1 demonstrate an understanding of how society's values and behaviours related to nutrition, fitness, and lifestyle have changed over time
- C4.1 demonstrate proactive strategies for enhancing the social and environmental health of the community
- C5.1 identify and celebrate the diversity of cultures represented in the classroom, school, and community
- C5.2 demonstrate an awareness of the effects of stereotyping and discrimination

Strategies for Positive Personal Development and Healthy Relationships

GCO D: Students will be expected to demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as an individual, within a family, and within the community.

- D1.1 demonstrate an understanding of the effect of self-esteem on decision making
- D1.2 identify and practise strategies for strengthening self-esteem
- D1.3 demonstrate time management skills
- D1.4 recognize and respond to symptoms of stress
- D1.5 identify sources of personal support and positive influence
- D2.1 demonstrate respect and caring when relating with classmates
- D2.2 recognize signs that indicate a problem in their personal relationships at home and at school, and apply effective strategies for solving these problems

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- D3.1 identify positive and negative examples of peer influence in decision making
- D3.2 evaluate various sources of information regarding health and diet

- D4.1 demonstrate an awareness of changing male/female roles in careers

- D5.1 demonstrate an awareness of social rights and responsibilities at school and in the community

Mathematics

General Curriculum Outcomes

GCO A: Students will demonstrate number sense and apply number theory concepts.

GCO B: Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.

GCO C: Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.

Specific Curriculum Outcomes

Students will be expected to

- A1 represent whole numbers to the millions
- A2 interpret and model decimal tenths, hundredths, and thousandths
- A3 interpret, model and rename fractions
- A4 demonstrate an understanding of the relationship between fractions and division
- A5 explore the concepts of ratio and rate internally
- A6 read and represent numbers to millions
- A7 read and represent decimals to thousandths
- A8 compare and order large numbers
- A9 compare and order decimals
- A10 compare and order fractions using conceptual methods
- A11 recognize and find factors of numbers

- B1 find sums and differences involving decimals to thousandths
- B2 multiply 2-, 3-, and 4-digit numbers by 1-digit numbers
- B3 find the product of two 2-digit numbers
- B4 divide 2-, 3-, and 4-digit numbers by single-digit divisors and investigate division by 2-digit divisors
- B5 find simple products of whole numbers and decimals
- B6 divide decimal numbers by single-digit whole numbers
- B7 determine whether an open sentence is always, sometimes, or never true
- B8 solve and create addition and subtraction problems involving whole number and/or decimals
- B9 solve and create multiplication and division problems involving whole numbers and/or decimals
- B10 estimate sums and differences involving decimals to thousandths
- B11 estimate products and quotients of two whole numbers
- B12 estimate products and quotients of decimals by single-digit whole numbers
- B13 perform appropriate mental multiplications with facility
- B14 divide numbers mentally when appropriate
- B15 multiply whole numbers mentally by 0.1, 0.01, 0.001

- C1 use place value patterns to extend understanding of the representation of numbers to millions
- C2 recognize and explain the patterns in dividing by 10, 100, and 1000 and/or in multiplying by 0.1, 0.01, 0.001
- C3 solve problems using patterns
- C4 rearrange factors to make multiplication simpler

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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| <p>GCO D: Students will demonstrate an understanding of and apply concepts and skills associated with measurement.</p> | <ul style="list-style-type: none"> C5 recognize how a change in one factor affects a product or quotient C6 predict how a change in unit affects SI measurement C7 manipulate the dimensions of a rectangle so that the area remains the same C8 demonstrate an understanding that the multiplicative relationship between numerators and denominators is constant for equivalent fractions C9 represent measurement relationships using tables and two-dimensional graphs |
| <p>GCO E: Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.</p> | <ul style="list-style-type: none"> D1 solve simple problems involving the perimeters of polygons D2 calculate areas of irregular shapes D3 determine the measures of right angles, acute angles and obtuse angles D4 demonstrate an understanding of the relationships among particular SI units D5 develop formulas for areas and perimeters of squares and other rectangles D6 solve simple problems involving volume and capacity D7 estimate angle size in degrees D8 determine which unit is appropriate in a given situation and solve problems involving length and area
<ul style="list-style-type: none"> E1 draw a variety of nets for different prisms and pyramids E2 identify, describe, and represent the various cross-sections of cubes and rectangular prisms E3 make and interpret isometric drawings of shapes made from cubes E4 explore relationships between area and perimeter of squares and rectangles E5 predict and construct figures made by combining two triangles E6 recognize, name, describe, and represent perpendicular lines/segments, bisectors of angles and segments, and perpendicular-bisectors of segments E7 recognize, name, describe, and construct right, obtuse, and acute triangles E8 make generalizations about the diagonal properties of squares and rectangles and apply these properties E9 make generalizations about the properties of translations and reflections and apply these properties E10 explore rotations of one-quarter, one-half, and three-quarter turns using a variety of centres E11 make generalizations about the rotational symmetry property of squares and rectangles and apply them |

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

GCO F: Students will solve problems involving the collection, display, and analysis of data.

- E12 recognize, name, and represent figures that tessellate
- E13 explore how figures can be dissected and transformed into other figures
- F1 use double bar graphs to display data
- F2 use pictographs and bar graphs to display and interpret data
- F3 use coordinate graphs to display data
- F4 create and interpret line graphs
- F5 group data appropriately and use stem-and-leaf plots to describe the data
- F6 recognize and explain the effect of certain changes in data on the mean of that data
- F7 explore relevant issues for which data collection assists in reaching conclusions

GCO G: Students will represent and solve problems involving uncertainty.

- G1 conduct simple experiments to determine probabilities
- G2 determine simple theoretical probabilities and use fractions to describe them

Music

General Curriculum Outcomes Specific Curriculum Outcomes

GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

Students will be expected to

- 1.1.1 sing alone and with others with emphasis on expressive part singing, phrasing, range, and more complex textures, including counter melodies and descants
- 1.2.1 experiment with the elements of music to create musical works that explore topics and issues of personal interest
- 1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture, through language, movement, and performance
- 1.3.1 sight read simple melodies from traditional notation with emphasis on skipwise movement and articulation
- 1.4.1 create and notate short musical works to express musical thoughts and ideas with an emphasis on motif and sequence
- 2.1.1 improvise short songs and instrumental pieces using a variety of sound sources, including traditional, non-traditional, body, and electronic
- 2.2.1 combine reading and singing/playing skills in their music making
- 2.2.2 use a range of materials, techniques, and forms to create, make, and present music
- 2.3.1 participate in small and large ensemble music making, presenting music that reflects diverse images, thoughts, and feelings
- 3.1.1 describe personal opportunities for music making in their community, including opportunities related to popular culture and the media
- 3.3.1 identify, describe, and compare styles of music from a variety of cultural and historical contexts
- 3.5.1 demonstrate an awareness of musicians in their community

General Curriculum Outcomes Specific Curriculum Outcomes

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

GCO 5: Students will be expected to examine the relationship among the arts, societies, and environments.

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

Students will be expected to

- 4.1.1 use their knowledge and experience to respect and value the contributions of cultural groups in Canada
- 4.1.2 demonstrate an awareness of conventions of audience behaviour in a variety of performance contexts
- 4.2.1 explore the role music plays in the cultures of Asia and Africa
- 4.3.1 examine the contributions of various composers and musicians, past and present, to their society
- 5.1.1 explore and describe the relationship between music and local events and issues
- 5.2.1 identify similarities and differences between music and visual arts
- 5.2.2 express and communicate thoughts, experiences and feelings through music and visual imagery
- 6.1.1 apply knowledge of music to make individual choices based on the thoughts, images and feelings the music expresses
- 6.2.1 use musical criteria to evaluate their ability to maintain a melodic/harmonic part
- 6.2.2 compare the form and the principles of design in the rhythmic/melodic structure of classroom repertoire
- 6.2.3 use knowledge of musical elements to compare and contrast music of various genres
- 6.3.1 compare their own and others response to music making
- 7.1.1 recognize by sight and sound and categorize by family orchestral, band and keyboard instruments
- 7.2.1 compare and contrast available technologies to create and record music
- 7.3.1 explore the effects of changing technologies on music recording and reproduction

General Curriculum Outcomes Specific Curriculum Outcomes

GCO 8: Students will be expected to analyse the relationship between artistic intent and the expressive work.

Students will be expected to

8.1.1 explore various influences on composers and their works

8.2.1 describe reasons for their musical decisions

8.3.1 compare interpretations of musical works using appropriate terminology

8.4.1 examine their group presentations in light of what they intended

Physical Education

General Curriculum Outcomes

Students will be expected to

Knowing

- demonstrate an understanding of the concepts that support human movement
- demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

Doing

- demonstrate motor skills in all movement categories using efficient and effective body mechanics
- participate regularly in a variety of activities that develop and maintain personal physical fitness
- demonstrate creativity in all movement categories

Valuing

- demonstrate positive personal and social behaviours and interpersonal relationships
- demonstrate positive attitudes toward and an appreciation of physical activity through participation
- demonstrate awareness of career and occupational opportunities related to physical activities

Specific Curriculum Outcomes

Students will be expected to

Active Living

- select and perform stretching activities for specific muscle groups
- demonstrate the ability to monitor heart rate before, during, and after activity
- experience recovering from vigorous physical activity in an appropriate length of time
- identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them
- participate with and show respect for persons of like and different skill levels
- demonstrate a willingness to participate in an intramural activity
- demonstrate a willingness to choose and participate in an activity in at home or in the community for personal enjoyment and health benefits
- monitor nutritional intake and relate it to an active, healthy lifestyle

Alternative Environments

- take part in an activity utilizing a community resource (physical or human)
- plan and adapt an indoor activity of his/her choice to a setting in an alternative environment
- identify potentially harmful wildlife, insects, and plants in a variety of environments (e.g., poison ivy, mosquitoes)
- identify the early signs and implications of not dressing properly for weather conditions (e.g., frostbite, sun burn, hypothermia, heat exhaustion)

Dance

- demonstrate and participate in a variety of dance steps (e.g., promenade, do-si-do)
- create, perform, and teach a simple dance of his/her choice (e.g., line, folk, modern)
- demonstrate the use of a variety of relationships with a partner, or group, in a repeatable dance, (e.g., behind, beside, mirroring, matching)
- demonstrate an understanding of the roles of males and females in the world of dance

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- demonstrate an appreciation of ways to use the body and movement activities to communicate ideas and feelings

Educational Gymnastics

- demonstrate ways to jump and land for height as well as for distance, using both a one- and two-foot take-off
- balance on low equipment (tables, benches) using a variety of bases of support
- move feet into a high level by placing weight on the hands and landing with control
- transfer weight in a variety of ways along low- and medium-level apparatus (beam, bench), using changes in direction, level, speed, and body shape
- identify and describe the elements of different types of gymnastics (e.g., educational, artistic, rhythmic)
- demonstrate an appreciation that people have various levels of flexibility and muscular strength, and these levels determine their performance in gymnastics
- create, individually or with partners, a three- or four-part routine, using a chosen theme (flight, weight transfer, balance)
- participate in gymnastics activities that increase upper body strength (e.g., climb, pull, swing, hang)

Skill Development

- catch objects of different sizes and weights while moving toward a specified area
- strike a ball, using a golf club or a hockey stick, so that it travels in an intended direction
- bounce and then strike a small object using a forehand motion with a lightweight paddle or racket
- strike a gently tossed ball from a partner, using a backhand motion
- demonstrate ways to purposefully use general space to create or deny space when developing or using game strategies
- dribble a ball with hands and feet and maintain control while travelling within a group
- demonstrate an understanding of offensive and defensive strategies in the games
- identify a game from Canada and one from another country, learn the rules of each, and present to the class
- apply and respect the rules of games and accept officials' decisions

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- demonstrate respect for his/her opponents and give everyone an equal chance to participate
- devise strategies to keep opponents from reaching a specific area, person, or object
- use basic juggling skills to toss/catch scarves

Science

General Curriculum Outcomes

STSE/Knowledge

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

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

Skills

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

Attitudes

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

Specific Curriculum Outcomes

Students will be expected to

Life Science: Meeting Basic Needs and Maintaining a Healthy Body

Growth and Development

- propose questions to investigate about how our body works and what its components are (204-1)
- relate bodily changes, such as acne on the skin and growth of body hair, to growth and development (301-8)
- describe the role played by body systems in helping humans and other animals to grow and reproduce and to meet their basic needs (302-4)

The Digestive and Excretory Systems

- describe the structure and function of the major organs of the digestive system (302-5a)
- carry out procedures to investigate how saliva can start the digestion process, by breaking down substances like starch into simple sugars, and record observations using sentences or charts (205-1, 205-7)
- describe the structure and function of the major organs of the excretory system (302-5b)
- describe examples of the products/technologies that have been developed in response to a need for the disposal, control, and containment of excrement (107-8)

The Respiratory and Circulatory Systems

- describe the structure and function of the major organs of the respiratory system (302-5c)
- describe the structure and function of the major organs of the circulatory system (302-5d)
- propose questions about the factors that affect breathing and heartbeat rate and rephrase these questions in a testable form (204-1, 204-2)
- carry out procedures, making sure to control variables, to investigate the factors affecting breathing and heartbeat rate, and compile and display data from these investigations in a graph (205-1, 206-2)

General Curriculum Outcomes **Specific Curriculum Outcomes**

Students will be expected to

- demonstrate and describe the scientific processes used to investigate the factors that affect breathing and heartbeat rate (104-2)

The Skeletal, Muscular, and Nervous Systems

- describe the structure and function of the major organs of the nervous system (302-5e)
- demonstrate how the skeletal, muscular, and nervous systems work together to produce movement (302-6)
- carry out procedures to explore response time, and identify and suggest explanations for patterns and discrepancies in the data collected (205-1, 206-3)
- describe various medical technologies, such as exercise machines and artificial limbs, that have arisen from the study of how our body moves (106-4)

Body Systems

- select and use tools in building models of organs or body systems (205-2)
- identify problems and work cooperatively with other students to refine their design of a model of an organ or system (207-5)
- provide examples of Canadians who have contributed to science and technology related to body organs, systems, and health issues (107-12)

Maintaining a Healthy Body

- describe the body's defences against infections (302-8)
- describe the role of the skin (302-7)
- describe the nutritional and other requirements for maintaining a healthy body (302-9)
- evaluate the usefulness of different information sources in answering questions about health and diet (206-4)
- describe examples of health and fitness programs within their community and region (107-5)
- describe and compare the techniques used by different people in their community and region, to address their health requirements (107-2)
- describe examples of medical techniques that have been developed by other cultures, past and present, that have contributed to knowledge of maintaining a healthy body (105-2, 107-14, 106-2)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Physical Science: Properties and Changes in Materials**Properties of Materials**

- identify properties that allow materials to be distinguished from one another (104-7, 300-10)
- classify materials as solids, liquids, or gases, and illustrate this classification in a chart that shows their properties (206-1, 300-9)

Physical Changes

- observe and identify physical changes, that can be made to an object, that change the form or size of the material in the object without producing any new materials (301-9, 205-5)
- identify and describe some physical changes that are reversible and some that are not (301-10)

Chemical Changes

- describe chemical changes, that occur when materials interact with each other to form totally new materials including those that result in the production of a gas (301-12, 301-11)
- identify and describe some chemical changes to materials that are reversible and some that are not (301-10)
- work with team members to develop and carry out a plan to systemically distinguish a material based on its chemical properties (204-7, 207-3, 204-5)
- compile and display data to present the results of chemical tests used to distinguish materials from each other (206-2)

Sources/Masses of Materials in Objects

- follow a given set of procedures to relate the mass of a whole object to the sum of the mass of its parts, and suggest possible explanations for variations in the results (104-5, 205-3, 300-11)
- describe examples of manufactured materials that have been developed to improve their living conditions (107-8)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- identify the source of the materials found in an object, and use a variety of sources and technologies to gather information to describe the changes to the natural materials required to make the object (205-8, 300-12)

Physical Science: Forces and Simple Machines**Forces and their Effects**

- observe, investigate, and describe how forces can act directly or from a distance to cause objects to move or hold then in place (303-12, 303-13)
- describe forces as contact or non-contact forces (104-7)
- demonstrate and describe the effect of increasing and decreasing the amount of force applied to an object (303-14)
- make observations in order to describe force qualitatively and quantitatively (205-5)
- estimate the force needed to lift or pull a given load in standard or nonstandard units (205-6)

Friction

- propose questions to investigate, identify variables to control, and plan a set of steps to identify factors that affect friction (204-1, 204-5, 204-7)
- investigate and compare the effect of friction on the movement of objects over a variety of surfaces (303-15)
- demonstrate the use of rollers, wheels, and axles in moving objects (303-16)
- describe how the understanding of the concept of friction has led to the development of products that reduce and enhance friction (106-4, 107-1)

Simple Machines: An Introduction

- use simple machines to reduce effort or increase the distance an object moves (205-2)
- compare the force needed to lift or move a load manually with the effort required to lift it using a simple machine (303-17)
- identify the problem of the large amount of effort needed to lift or move heavy objects small distances, or smaller objects long distances, that arises from the study of forces (206-9)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Simple Machines: Levers

- differentiate between the position of the fulcrum, the load, and the effort force when using a lever to accomplish a particular task (303-18)
- design the most efficient lever to accomplish a given task (303-19)

Simple Machines: Pulleys, Systems of Machines

- compare the force needed to lift a load using a pulley system with that needed to lift it using a multiple pulley system, and predict the effect of adding another pulley on load-lifting capacity (303-20, 204-3)
- design a system of machines to solve a task (204-7)
- communicate questions, ideas, and intentions, listen to other, And suggest improvements to the systems of machines designed by students in the class (207-1, 206-6)
- describe examples of how simple machines have improved living conditions (107-8)
- identify examples of sources such as books, software and the Internet, of machines that have been used in the past, and have developed over time (205-8, 105-5)

Earth and Space Science: Weather**Measuring and Describing Weather**

- identify and use weather-related folklore to predict weather (105-2)
- identify and/or construct, and use instruments for measuring weather information (204-8, 205-4, 205-10)
- use appropriate terminology in naming weather instruments and collecting weather data (104-7)
- record observations using measuring instruments in order to describe weather in terms of temperature, wind speed, wind direction, precipitation, and cloud cover (205-7, 300-13)
- classify clouds as stratus, cumulus, cirrus, or “other,” compare results with others, and recognize that results may vary (104-4, 206-1)
- use a variety of sources to gather information to describe the key features of a variety of weather systems (205-8, 302-11)
- estimate weather measurements for various times of the day, week, or for weather systems (205-6)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- identify weather-related technological innovations and products that have been developed by various cultures in response to weather conditions (107-14)

Sun's Energy Reaching the Earth

- relate the transfer of energy from the sun to weather conditions (303-21)
- identify and use appropriate tools, measuring instruments and materials to measure the temperature of soil and water after exposing them to light and draw conclusions (204-8, 205-4, 206-5)

Properties of Air

- classify according to several attributes and create a chart of describe situations demonstrating that air takes up space, has mass, and expands when heated (300-14)
- draw a conclusion, based on evidence gathered through research and observation, about the patterns of air and/or water flow that result when two air or water masses of different temperature meet (206-5)

Movement of Air and Water

- identify patterns in indoor and outdoor air movement (302-10)
- relate the constant circulation of water on Earth to the processes of evaporation, condensation, and precipitation (301-13)

Predicting the Weather

- compile and display the weather data collected over a period of time in table and/or graph format, and identify and suggest explanations for patterns or discrepancies in the data (206-2, 206-3)
- ask different people in the community and region for advice on how to predict weather, compare their tools and techniques (107-2, 107-10, 207-4)
- provide examples of the way that weather forecasts are used by various people in their community (107-5)
- describe and predict patterns of change in local weather conditions (204-3, 301-14)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Environmental Issues

- identify examples of weather phenomena that are currently being studied (105-1)
- identify positive and negative effects of technologies that affect weather and the environment (108-1)
- describe how studies of the depletion of the ozone layer, global warming and the increase in acid rain have led to new inventions and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)

Social Studies

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Curriculum Outcomes

NOTE: The specific curriculum outcomes for social studies listed below are draft outcomes as of September 2003, developed through APEF. They are provided for your information only. Until this new curriculum is field-tested, piloted, and implemented, the current curriculum is to be followed.

Students will be expected to

Conceptual Organizer: Societies

Unit One: Introduction: Societies Over Time

- 5.1.1 demonstrate an understanding of how historical investigations provide insights into our past
- 5.1.2 illustrate the development of society over time

Unit Two: Place: Ancient Societies

- 5.2.1 identify and locate selected ancient societies and give examples of interactions among them
- 5.2.2 explain how a place influenced the emergence of an ancient society
- 5.2.3 demonstrate an understanding of the diverse lifestyles of the ancient society

Unit Three: Social Structure: Medieval Societies

- 5.3.1 identify and locate selected medieval societies, and give examples of technological innovations and adaptations among medieval societies
- 5.3.2 describe and explain the social structure of the feudal system in a selected medieval society
- 5.3.3 demonstrate an understanding of the diverse lifestyles of the selected medieval society

Unit Four: Tradition: Early Aboriginal Peoples—North America

- 5.4.1 identify and locate selected Aboriginal societies in North America
- 5.4.2 demonstrate an understanding of the diverse lifestyles of early Aboriginal peoples in what is now Canada
- 5.4.3 explain the role of tradition in early Aboriginal societies

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- 5.4.4 analyse the extent to which early Aboriginal traditions are reflected in contemporary Canadian society

Unit Five: Settlement and Immigration: Colonial French Societies

- 5.5.1 identify and locate colonial French and British societies worldwide
- 5.5.2 identify and explain the economic factors that influenced the settlement of New France, Acadia, and early British North America
- 5.5.3 explain the impact of the clash between empires (France and Britain) on what is now Canada
- 5.5.4 explain how the migration of the Loyalists impacted on British North America
- 5.5.5 demonstrate an understanding of the diverse lifestyles of the peoples of New France, Acadia, and British North America

Unit Six: Summative: The World in 1800

- 5.6.1 illustrate an understanding of the development of societies around the world at the turn of the 19th century (1800)

Visual Arts

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

Making

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

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

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

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

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

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

Looking

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

3.1.1 compare various art forms

3.2.1 compare art across time

3.3.1 contrast personal styles of a variety of artists

3.4.1 use technology to locate works of art

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

4.1.1 discuss ideas and approaches with sensitivity and respect

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

4.3.1 demonstrate that there are many ways of perceiving and knowing

Reflecting

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

5.1.1 express ideas and points of view through their art

5.2.1 use appropriate language in expressing their own responses to artworks

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

General Curriculum Outcomes Specific Curriculum Outcomes

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

Students will be expected to

- 6.1.1 demonstrate a sensitivity towards the natural and built environment through their artwork
- 6.2.1 examine the role of the media and discuss its effects on their lives
- 6.3.1 demonstrate an awareness of the role of art and artists in their local and global communities