

Learning Outcomes

Curriculum Organizer: Context

- C1 compare dances from a variety of cultural and social contexts
- A1 move in response to a variety of sounds, music, images, and feelings
- D1 rehearse dance for presentation
- B1 use elements of movement in combination
- A2 create movement sequences based on a given choreographic form
- D2 demonstrate performance skills appropriate to a given dance situation
- B2 demonstrate the principles of movement — alignment, balance, flexibility, strength, and breathing — in dance
- C2 research dance events and activities in the local community
- D3 apply established criteria to analyse their own and others' work
- B3 describe techniques associated with particular dance styles
- A3 participate in creative processes — with emphasis on exploring and selecting — to create dance compositions
- B4 identify ways in which safety and health-related choices affect dance

Curriculum Organizer: Presenting and Performing

- D1 demonstrate commitment while presenting drama work
- C1 describe how drama reflects cultural beliefs and attitudes
- A1 express a variety of ideas and perspectives through drama
- B1 use vocal elements and movement elements appropriate to various roles and situations
- D2 apply established criteria to reflect on their own and others' presentations
- C2 demonstrate an awareness of local drama events and activities
- A2 demonstrate collaboration skills during drama
- B2 participate in a variety of drama forms
- B3 participate safely in drama activities

Curriculum Organizer: Oral Language (Speaking and Listening)**Suborganizer: Purposes**

- A1 use speaking and listening to interact with others for the purposes of
 - contributing to a class goal
 - sharing ideas and opinions
 - improving and deepening comprehension
 - solving problems
 - completing tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
 - staying on topic in a focussed discussion
 - recounting experiences in a logical order
 - using an effective introduction and conclusion
 - using details or examples to enhance meaning
 - explaining and supporting a viewpoint
- A3 listen purposefully to understand ideas and information, by
 - summarizing main ideas and supporting details
 - generating questions
 - visualizing and sharing
 - identifying opinions or viewpoints
 - ignoring distractions

Suborganizer: Strategies

- A4 select and use **strategies** when interacting with others, including
 - accessing prior knowledge
 - making and sharing connections
 - asking questions for clarification and understanding
 - taking turns as speaker and listener
 - paraphrasing to clarify meaning
- A5 select and use **strategies** when expressing and presenting ideas, information, and feelings, including
 - setting a purpose
 - accessing prior knowledge
 - generating ideas
 - making and sharing connections
 - asking questions to clarify and confirm meaning
 - organizing information
 - practising delivery
 - self-monitoring and self-correcting in response to feedback
- A6 select and use **strategies** when listening to make and clarify meaning, including
 - accessing prior knowledge
 - making predictions about content before listening
 - focussing on the speaker
 - listening for specifics
 - generating questions
 - recalling, summarizing, and synthesizing
 - visualizing
 - monitoring comprehension

Suborganizer: Thinking

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**
- A9 use speaking and listening to improve and extend thinking, by
 - acquiring new ideas
 - making connections and asking questions
 - comparing and analysing ideas
 - developing explanations
 - considering alternative viewpoints
 - investigating problems and creating solutions

- A10 reflect on and assess their speaking and listening, by
 - referring to class-generated criteria
 - reflecting on and discussing peer and adult feedback
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Suborganizer: Features

- A11 use the **features** of oral language to convey and derive meaning, including
 - **text structure**
 - a variety of sentence lengths, structures, and types
 - smooth transitions
 - **syntax** (i.e., grammar and usage)
 - enunciation
 - nonverbal communication
 - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
 - **sound devices**
 - root words
 - word families
 - structural sequencing cues
 - **idiomatic expressions**

Curriculum Organizer: Reading and Viewing

Suborganizer: Purposes

- B1 read **fluently** and demonstrate comprehension of a range of **grade-appropriate** literary **texts**, including
 - stories from various Aboriginal and other cultures
 - stories from a variety of **genres** (e.g., folktales, legends, autobiography, historical fiction)
 - poems that make obvious use of **literary devices**
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, such as
 - non-fiction books
 - textbooks and other instructional materials
 - materials that contain diagrams, charts, illustrations, or graphs
 - reports and articles from newspapers and children’s magazines
 - reference material
 - web sites designed for children
 - instructions and procedures
- B3 read and reread **just-right texts** independently for 30 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)

Suborganizer: Strategies

- B5 select and use **strategies** before reading and viewing to develop understanding of **text**, including
 - setting a purpose and constructing personal goals
 - accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - previewing texts
- B6 select and use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
 - 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
 - visually representing texts
 - summarizing and synthesizing

- B7 select and use **strategies** after reading and viewing to confirm and extend meaning, including
 - 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

Suborganizer: Thinking

- B8 respond to selections they read or view, by
 - expressing an opinion with supporting evidence
 - explaining connections (**text-to-self**, **text-to-text**, **text-to-world**)
 - discussing and giving reasons for their choice of favourite **texts**
- B9 read and view to improve and extend thinking, by
 - predicting and explaining
 - visualizing
 - distinguishing between fact and opinion
 - analysing **texts** to consider alternatives
 - drawing conclusions
 - recognizing alternative viewpoints
 - summarizing and synthesizing
- B10 reflect on and assess their reading and viewing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Suborganizer: Features

- B11 explain how **structures** and **features** of **text** work to develop meaning, including
 - **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)
 - **literary elements** (e.g., character, setting, problem, plot, climax, **conflict**, **theme**, conclusion)
 - 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**

Curriculum Organizer: Writing and Representing

Suborganizer: Purposes

- C1 write clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - clearly developed **ideas** using effective supporting details and explanations
 - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - experimentation with **word choice** by using new, different, more precise and powerful words
 - an authentic **voice** demonstrating a developing writing **style**
 - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- C2 write a variety of clear **informational writing** for a range of purposes and audiences, featuring
 - clearly developed **ideas** by using clear, focussed, useful, and interesting details and explanations
 - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - **word choice** by using some new and precise words including content-specific vocabulary
 - a **voice** demonstrating an appreciation of, interest in, and knowledge of the topic
 - an **organization** that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense
- C3 write a variety of **imaginative writing** modelled from literature, featuring
 - well-developed **ideas** through the use of supporting details, especially interesting **sensory detail**
 - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - effective **word choice** by experimenting with new, more powerful and varied words, especially descriptive words
 - a **voice** demonstrating some sense of individuality
 - an **organization** that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending

- C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring
 - development of **ideas** through clear, focussed, and useful details
 - connections to personal feelings, experiences, opinions, and information
 - an expressive **voice**
 - an **organization** in which key ideas are evident

Suborganizer: Strategies

- C5 select and use **strategies** before writing and representing, including
 - setting a purpose
 - identifying an audience
 - selecting a **genre** and **form** from samples provided
 - developing class-generated criteria based on analysis of the form of writing or representing
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C6 select and use **strategies** during writing and representing to express and refine thoughts, including
 - referring to class-generated criteria
 - examining models of literature
 - combining multiple sources of information
 - consulting reference material
 - considering and applying feedback from conferences to **revise ideas, organization, voice, word choice, and sentence fluency**
 - ongoing **revising** and **editing**
- C7 select and use **strategies** after writing and representing to improve their work, including
 - checking their work against established criteria
 - reading aloud and listening for **fluency**
 - **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)

Suborganizer: Thinking

- C8 use writing and representing to express personal responses and relevant opinions in response to experiences and **texts**
- C9 use writing and representing to extend thinking, by
 - developing explanations
 - expressing alternative viewpoints
 - creating new understandings
- C10 reflect on and assess their writing and representing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Suborganizer: Features

- C11 use the **features** and **conventions** of language to express meaning in their writing and representing, including
 - complete **simple** and **compound sentences**
 - paragraphs to show the beginning of new ideas
 - correct noun-pronoun agreement
 - past, present, and future tenses
 - capitalization to designate organizations and to indicate beginning of quotations
 - commas after introductory words in sentences and when citing addresses
 - capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)
 - spelling multi-syllable words by applying **phonic knowledge** and skills and visual memory
 - 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 that demonstrates awareness of alignment, shape, and slant
 - spacing words and sentences consistently on a line and page

Curriculum Organizer: Elements of Movement

- demonstrate an awareness of techniques in a given dance style
- demonstrate an awareness of the principles of movement in dance
- identify ways in which safety, fitness, and health affect movement
- use the elements of movement in combination

Curriculum Organizer: Creation and Composition

- apply the creative process to revise dance sequences
- create movement sequences based on a given choreographic form
- interpret and move in response to a variety of sounds, images, feelings, and music

Curriculum Organizer: Presentation and Performance

- apply established criteria to analyse their work
- identify performance skills and audience etiquette appropriate to a given performance situation
- identify the feeling and mood portrayed in performances
- rehearse dance for presentation

Curriculum Organizer: Dance and Society

- describe dances from a variety of historical and cultural contexts
- describe the roles portrayed by dancers
- identify a variety of purposes for dance
- identify dance events and activities in the local community

Curriculum Organizer: Exploration and Imagination

- demonstrate co-operative effort to develop dramatic work
- demonstrate the ability to provide and accept constructive feedback
- select feelings and ideas expressed in the group to use in dramatic work
- suggest reasons for various responses to a dramatic work

Curriculum Organizer: Drama Skills

- demonstrate the ability to maintain focus within a drama structure
- demonstrate the ability to sustain a role
- demonstrate the ability to sustain belief in their imagined or created environment
- select language and movement appropriate to different roles
- use drama structures to tell stories

Curriculum Organizer: Context

- demonstrate an understanding that drama reflects a culture's beliefs and attitudes
- differentiate audience skills appropriate to a variety of presentations
- use images and emotions expressed in various art forms to develop dramatic work

Curriculum Organizer: Structure**Suborganizer: Elements of Rhythm**

- identify rhythmic pattern and beat
- identify the form and principles of design of the rhythmic structure in classroom repertoire
- reproduce rhythmic patterns while maintaining a steady beat
- use standard or invented notation to represent familiar rhythmic patterns

Suborganizer: Elements of Melody

- identify the form and principles of design in melodic structure
- maintain a melodic part in simple textures
- use singing or instrumental skills to reproduce melodies
- use standard or invented notation to represent ascending and descending melodic phrases

Curriculum Organizer: Thoughts, Images, and Feelings

- apply elements of rhythm, melody, and expression to demonstrate thoughts, images, and feelings in classroom repertoire
- identify thoughts, images, and feelings derived from a music experience

Curriculum Organizer: Context**Suborganizer: Self and Community**

- apply skills and attitudes appropriate to a variety of roles, demonstrating:
 - audience and performance etiquette
 - performance skills
 - respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- identify music events and activities in the local community
- use established criteria to analyse their work

Suborganizer: Historical and Cultural

- demonstrate respect for music from various historical and cultural contexts
- describe music from a variety of historical and cultural contexts
- identify a variety of purposes for music from classroom repertoire

Curriculum Organizer: Image-Development and Design Strategies**Suborganizer: Perceiving/Responding**

- compare images developed for particular purposes
- demonstrate an awareness that there are ethical considerations involved in copying images
- identify image-development and design strategies

Suborganizer: Creating/Communicating

- draft ideas for images using feelings, observation, memory, and imagination
- make 2-D and 3-D images:
 - using a variety of design strategies, including reproduction
 - using a variety of media
 - to communicate ideas, experiences, and stories
 - to illustrate and decorate
 - that engage more than one of the senses

Curriculum Organizer: Context**Suborganizer: Perceiving/Responding**

- compare images from given social, cultural, and historical contexts
- demonstrate an awareness that there are various types of artists in the community
- demonstrate respect for the work of self and others
- give reasons for preferences in artworks
- identify distinctive styles of art from various cultures and historical periods
- identify images that have value in the community

Suborganizer: Creating/Communicating

- create images:
 - that express personal identity
 - in response to aspects of art from a variety of historical and cultural contexts
- demonstrate the ability to co-operate to develop a group display

Curriculum Organizer: Visual Elements and Principles of Art and Design

Suborganizer: Perceiving/Responding

- describe a variety of works that emphasize particular visual elements
- distinguish elements (including form) and principles (including unity, contrast, and emphasis) in images and in natural and human-built environments
- give reasons for selection of elements and principles to use in their work

Suborganizer: Creating/Communicating

- create images:
 - using the elements and principles in various combinations
 - using the elements and principles to produce a variety of effects

Curriculum Organizer: Materials, Technologies, and Processes

Suborganizer: Perceiving/Responding

- classify images according to the materials, tools, equipment, and processes used to create them
- identify the characteristics of materials, tools, equipment, and processes used to create particular effects
- suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment, and processes
- use appropriate vocabulary to describe the materials, tools, equipment, and processes used to create particular images

Suborganizer: Creating/Communicating

- demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes
- select appropriate materials, tools, equipment, and processes to create particular images
- use a range of materials singly and in combination to make images
- use and care for materials, tools, equipment, and work space in a safe and an environmentally sensitive manner

Curriculum Organizer: Goals and Decisions

- A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

Curriculum Organizer: Career Development

- B1 create an inventory of their own attributes, including skills, interests, and accomplishments
- B2 demonstrate an understanding of the importance of developing effective work habits

Curriculum Organizer: Health**Suborganizer: Healthy Living**

- C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)
- C2 describe choices they can make for healthy eating, based on *Canada's Food Guide for Healthy Eating*
- C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)
- C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)

Suborganizer: Healthy Relationships

- C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
- C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)

Suborganizer: Safety and Injury Prevention

- C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
- C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
- C9 describe the potential risks for injury in a variety of settings, including on the road

Suborganizer: Substance Misuse Prevention

- C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
- C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)

Curriculum Organizer: WRITING AND REPRESENTING**Suborganizer:**

- C1 communicate meaning by: using conventions of writing and representing (i.e., generally accepted mechanics of language) such as: a range of sentence structures, including simple and compound sentences, and attempting complex sentences with basic subordinators such as because, when, before, and after capitalization and punctuation, including commas in a series, apostrophes, and end of sentence punctuation subject-verb agreement pronoun-antecedent agreement past, present, and future tenses, including simple and progressive common irregular verbs (e.g., tell-told, see-saw, bring-brought) contractions, possessives, and plurals (e.g., its-its, cats-ours, cat-cats), Canadian spelling for familiar and frequently used words
- A1 engage in sustained conversation in order to: clearly express ideas and perspectives; share experiences about their lives; clarify ideas in response to verbal and non-verbal feedback and cues from others; respond to the ideas and perspectives of others
- B1 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures,
- D1 reflect on and assess their speaking and listening by: referring to criteria (e.g., self- and teacher-generated rubrics and checklists); setting realistic short- and long-term goals for improvement (e.g., "I will use more difficult vocabulary when discussing stories with other students."); creating a plan for achieving goals (e.g., "To practise paraphrasing, I will use my own words during small group exercises to explain instructions that the teacher has given."); evaluating progress and setting new goals (e.g., "I need to continue to work on speaking in grammatically correct sentences.")
- A2 adjust words and phrases during conversation in order to: speak in grammatically correct sentences; achieve fluency in pronunciation, enunciation, and intonation; incorporate unfamiliar vocabulary correctly
- B2 read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches)
- D2 reflect on and assess their reading and viewing by: referring to criteria (e.g., self- and teacher-generated rubrics and checklists); setting realistic short- and long-term goals for improvement (e.g., "I will use mind maps and outlines to summarize what I have read."); creating a plan for achieving goals (e.g., "I need to practise identifying and using idiomatic expressions, so I will use two idiomatic expressions in my writing during each class."); evaluating progress and setting new goals (e.g., "I can now understand the main ideas in newspaper articles with minimal support.")
- C2 write narrative, descriptive, and expository paragraphs (e.g., minimum of seven sentences), for a variety of purposes and audiences, that include: a main idea; organization that includes a topic sentence, a logical sequence of details and supporting examples, and a conclusion; connected and sequenced details; a range of sentence lengths and patterns; correct spelling and use of grammar; appropriate word choices reflective of an expanding vocabulary
- A3 demonstrate understanding of spoken ideas and instructions by: participating in a variety of classroom discussions (e.g., teacher-facilitated and peer-led); verbally summarizing the main points of classroom discussions; paraphrasing verbal instructions for others (e.g., "The teacher wants us to..."); following complex instructions
- B3 read and demonstrate an understanding of the content presented in a variety of simple informational texts (e.g., diagrams, maps, newspaper articles, instructional material, reference material)
- D3 reflect on and assess their writing and representing by: referring to criteria (e.g., self- and teacher-generated rubrics and checklists); setting realistic short- and long-term goals for improvement (e.g., "I will write a paragraph explaining the facts about a situation or event that I would like others to know about."); creating a plan for achieving goals (e.g., "I need to work on writing paragraphs, so I will practise writing several sentences around a new topic every day for one week."); evaluating progress and setting new goals (e.g., "I'm getting better at using graphic organizers to record my notes.")
- C3 write a variety of texts in prose and verse (e.g., journals, stories, memoirs, personal letters, poems) that include: a main idea and supporting details; connected and sequenced details; correct spelling and use of grammar; a range of word choices to reflect intended meaning
- C4 create visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning by: presenting ideas in clear, focused, and relevant ways; organizing content so that main ideas are evident; supporting main ideas with additional details and information
- B4 view and demonstrate an understanding of the meaning conveyed by a variety of visual texts (e.g., illustrations, diagrams, posters, broadcast media, films, videos)
- C5 generate, develop, and organize ideas for writing and representing by: setting a purpose for writing; identifying criteria; identifying an audience brainstorming ideas; organizing ideas (e.g., point-form notes, lists, charts, webs, clusters, illustrations)
- B5 read just-right texts for enjoyment and skill development

- B6 before reading and viewing, make meaning from texts by: setting a purpose; generating questions; accessing prior knowledge to make connections (e.g., using information from similar texts previously read and comparing with new text); previewing text features (e.g., diagrams, titles, sub-headings, captions, illustrations, table of contents)
- C6 during writing and representing, use drafting and composing strategies (e.g., draw on information from a variety of sources, use models to assist in understanding form, organize ideas clearly, share and proof work in progress, refer to established criteria)
- B7 during reading and viewing, construct meaning from texts by: describing emerging ideas and points of view; using syntactic and context cues to guide and inform their understanding (e.g., use knowledge of grammar, word order, and sentence structure to guide and inform their understanding); using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents); recognizing literary elements (e.g., plot, conflict, character, setting, climax, resolution, theme); recognizing literary devices (e.g., irony, hyperbole, simile, metaphor); identifying genre and form (e.g., folk tales, legends, autobiography, historical fiction, essay, article, documentary, web page, short story, novel, poem); distinguishing between literal definition and figurative meaning and identifying idiomatic expressions (e.g., "that was a piece of cake"); making inferences (e.g., about characters feelings or story problems); drawing conclusions (e.g., make connections between cause and effect); skimming for main ideas; making relevant notes using logical categories (e.g., outlines, mind maps, timelines)
- C7 revise and edit writing by: checking work against established criteria; proofreading for conventions such as grammar and usage, capitalization, punctuation, and spelling; revising to improve structure and organization, word choice, and clarity of ideas and information
- B8 after reading and viewing, develop their understanding of the meaning conveyed in texts by: rereading or re-viewing to gain deeper understanding; paraphrasing and summarizing the main ideas; generating and responding to questions; using graphic organizers to process, record, and demonstrate synthesis of information (Note: A graphic organizer such as a Venn diagram or T-chart can serve many purposes before, during, and after reading, including identifying prior knowledge, connecting main ideas with details, describing stages or steps in a procedure, and comparing and contrasting.)
- B9 expand their vocabulary by: sounding out unfamiliar words (e.g., based on knowledge of letter-sound relationships); using common root words, prefixes, and suffixes; using parts of speech (e.g., nouns, pronouns, verbs, adverbs, prepositions, conjunctions, interjections); using a dictionary and thesaurus

Curriculum Organizer: Shape and Space**Suborganizer: Measurement**

- C1 calculate the area of triangles, rectangles, trapezoids, and parallelograms using a given formula and justify the reasonableness of the solution
- D1 graph and represent data to solve problems
- B1 identify and describe patterns and relationships in graphs and tables
- A1 read and write numerals greater than one million
- C2 calculate the volume of right rectangular prisms and justify the reasonableness of the solution
- D2 create and interpret circle graphs to solve problems
- B2 express a given problem as an equation in which a symbol is used to represent an unknown number
- A2 read and write numbers to the thousandths place
- A3 demonstrate an understanding of place value for numbers greater than one million
- C3 describe, construct, and compare different triangles and angles, including right, acute, obtuse, and vertically opposite
- B3 identify the errors in a given solution to a single variable, one-step equation with whole number coefficients concretely, pictorially, and symbolically
- A4 demonstrate an understanding of place value for numbers less than one thousand
- C4 describe, construct, and compare different complementary and supplementary angles
- A5 explain the pattern resulting from multiplication or division by 10, 100, and 1000
- C5 explain the relationship between the radius, diameter, and circumference of a circle
- A6 demonstrate an understanding of adding and subtracting fractions and mixed numbers with like and unlike denominators, concretely, pictorially, and symbolically
- C6 demonstrate an understanding of line symmetry by: identifying symmetrical 2-D shapes; creating symmetrical 2-D shapes; drawing one or more lines of symmetry in a 2-D shape
- A7 apply arithmetic operations on decimals to solve problems
- C7 identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs
- A8 compare a given set of decimals expressed in tenths, hundredths, thousandths, and ten-thousandths on a number line and using the symbols for greater than ($>$), less than ($<$), and equal to ($=$).
- A9 explain a process for addition, subtraction, multiplication, and division of decimals concretely pictorially, and symbolically
- A10 explain the patterns resulting from multiplication or division of a number by $1/10$, $1/100$, or $1/1000$
- A11 solve problems involving the multiplication or division of decimals using technology and determine the reasonableness of the solution
- A12 demonstrate understanding of ratio concretely, pictorially, and symbolically
- A13 demonstrate understanding of proportion concretely, pictorially, and symbolically
- A14 determine and justify a proportional statement for a given ratio
- A15 demonstrate and explain the meaning of percentage greater than or equal to 0% and less than or equal to 100%
- A16 solve problems involving the application of percents and ratios
- A17 use proportional reasoning to convert between proper fractions, decimals, and percentages to solve problems
- A18 simplify expressions, excluding exponents, using order of operations

Curriculum Organizer: Number

- A1 represent and describe whole numbers to 10 000, pictorially and symbolically
- A2 compare and order numbers to 10 000
- A3 demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by
 - using personal strategies for adding and subtracting
 - estimating sums and differences
 - solving problems involving addition and subtraction
- A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division
- A5 describe and apply mental mathematics strategies, such as
 - skip counting from a known fact
 - using doubling or halving
 - using doubling or halving and adding or subtracting one more group
 - using patterns in the 9s facts
 - using repeated doublingto determine basic multiplication facts to 9×9 and related division facts
- A6 demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by
 - using personal strategies for multiplication with and without concrete materials
 - using arrays to represent multiplication
 - connecting concrete representations to symbolic representations
 - estimating products
- A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by
 - using personal strategies for dividing with and without concrete materials
 - estimating quotients
 - relating division to multiplication
- A8 demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to
 - name and record fractions for the parts of a whole or a set
 - compare and order fractions
 - model and explain that for different wholes, two identical fractions may not represent the same quantity
 - provide examples of where fractions are used
- A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically
- A10 relate decimals to fractions (to hundredths)
- A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by
 - using compatible numbers
 - estimating sums and differences
 - using mental math strategiesto solve problems

Curriculum Organizer: Patterns and Relations**Suborganizer: Patterns**

- B1 identify and describe patterns found in tables and charts, including a multiplication chart
- B2 reproduce a pattern shown in a table or chart using concrete materials
- B3 represent and describe patterns and relationships using charts and tables to solve problems
- B4 identify and explain mathematical relationships using charts and diagrams to solve problems

Suborganizer: Variables and Equations

- B5 express a given problem as an equation in which a symbol is used to represent an unknown number
- B6 solve one-step equations involving a symbol to represent an unknown number

Curriculum Organizer: Shape and Space**Suborganizer: Measurement**

- C1 read and record time using digital and analog clocks, including 24-hour clocks
- C2 read and record calendar dates in a variety of formats

- C3 demonstrate an understanding of area of regular and irregular 2-D shapes by
 - recognizing that area is measured in square units
 - selecting and justifying referents for the units cm^2 or m^2
 - estimating area by using referents for cm^2 or m^2
 - determining and recording area (cm^2 or m^2)
 - constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area

Suborganizer: 3-D Objects and 2-D Shapes

- C4 describe and construct rectangular and triangular prisms

Suborganizer: Transformations

- C5 demonstrate an understanding of line symmetry by
 - identifying symmetrical 2-D shapes
 - creating symmetrical 2-D shapes
 - drawing one or more lines of symmetry in a 2-D shape

Curriculum Organizer: Statistics and Probability

Suborganizer: Data Analysis

- D1 demonstrate an understanding of many-to-one correspondence
- D2 construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions

Curriculum Organizer: Statistics and Probability

Suborganizer: Data Analysis

- D1 demonstrate an understanding of many-to-one correspondence [C, R, T, V]
- B1 identify and describe patterns found in tables and charts, including a multiplication chart [C, CN, PS, V]
- C1 read and record time using digital and analog clocks, including 24-hour clocks [C, CN, V]
- A1 represent and describe whole numbers to 10 000, pictorially and symbolically [C, CN, V]
- A2 compare and order numbers to 10 000 [C, CN]
- D2 construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions [C, PS, R, V]
- C2 read and record calendar dates in a variety of formats [C, V]
- B2 reproduce a pattern shown in a table or chart using concrete materials [C, CN, V]
- A3 demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by
 - using personal strategies for adding and subtracting -estimating sums and differences
 - solving problems involving addition and subtraction [C, CN, ME, PS, R]
- C3 demonstrate an understanding of area of regular and irregular 2-D shapes by
 - recognizing that area is measured in square units -selecting and justifying referents for the units cm^2 or m^2 -
 - estimating area by using referents for cm^2 or m^2 -determining and recording area (cm^2 or m^2)
 - constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area [C, CN, ME, PS, R, V]
- B3 represent and describe patterns and relationships using charts and tables to solve problems [C, CN, PS, R, V]
- C4 describe and construct rectangular and triangular prisms [C, CN, R, V]
- A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division [C, CN, R]
- B4 identify and explain mathematical relationships using charts and diagrams to solve problems [CN, PS, R, V]
- C5 demonstrate an understanding of line symmetry by -identifying symmetrical 2-D shapes creating symmetrical 2-D shapes drawing one or more lines of symmetry in a 2-D shape [C, CN, V]
- A5 describe and apply mental mathematics strategies, such as skip counting from a known fact -using doubling or halving
 - using doubling or halving and adding or subtracting one more group
 - using patterns in the 9s facts
 - using repeated doubling to determine basic multiplication facts to 9×9 and related division facts [C, CN, ME, PS, R]

- B5 express a given problem as an equation in which a symbol is used to represent an unknown number [CN, PS, R]
- A6 - demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by
 - using personal strategies for multiplication with and without concrete materials
 - using arrays to represent multiplication
 - connecting concrete representations to symbolic representations
 - estimating products [C, CN, ME, PS, R, V]
- B6 solve one-step equations involving a symbol to represent an unknown number [C, CN, PS, R, V]
- A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by
 - using personal strategies for dividing with and without concrete materials
 - estimating quotients
 - relating division to multiplication [C, CN, ME, PS, R, V]
- A8 demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to
 - name and record fractions for the parts of a whole or a set -compare and order fractions
 - model and explain that for different wholes, two identical fractions may not represent the same quantity
 - provide examples of where fractions are used [C, CN, PS, R, V]
- A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically [C, CN, R, V]
- A10 relate decimals to fractions (to hundredths) [CN, R, V]
- A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by
 - using compatible numbers
 - estimating sums and differences
 - using mental math strategies
 - to solve problems [C, ME, PS, R, V]

Curriculum Organizer: Exploring and Creating

- A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire
- D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: -audience engagement - performance skills -respect for the contributions of others
- C1 participate in music from a variety of historical, cultural, and social contexts
- B1 sing or play rhythmic patterns from standard notation
- D2 apply established criteria to reflect on their own and others' work
- A2 explain thoughts, images, and feelings derived from a music experience
- C2 identify music events and activities in the local community
- B2 sing or play from aural sources
- A3 apply elements of rhythm, melody, and expression in composition
- B3 sing or play melodies in unison and in simple textures
- B4 identify form in melodic and rhythmic structure
- B5 use standard or invented notation to represent melodic phrases and rhythmic patterns
- B6 demonstrate appropriate use of classroom instruments

Curriculum Organizer: Knowledge

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- A5 identify opportunities for physical activity in a variety of settings

Curriculum Organizer: Participation

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

Curriculum Organizer: Movement Skills

- B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
- B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following: **** - one-handed catch underhand and overhand **** strike a moving object with implement **** strike an object with hand **** one-handed throw overhand **** dribble an object with feet
- B3 select non-locomotor, locomotor, and manipulative movements to create sequences

Curriculum Organizer: Safety, Fair Play, and Leadership

- C1 demonstrate an ability to participate safely in specific physical activities
- C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
- C3 demonstrate leadership in selected physical activities

Curriculum Organizer: Processes and Skills of Science

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Curriculum Organizer: Life Science**Suborganizer: Habitats and Communities**

- analyse simple food chains
- compare the structures and behaviours of local animals and plants in different habitats and communities
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Curriculum Organizer: Physical Science**Suborganizer: Sound and Light**

- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)
- identify sources of light and sound

Curriculum Organizer: Earth and Space Science**Suborganizer: Weather**

- analyse impacts of weather conditions on living and non-living things
- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction

Curriculum Organizer: Skills and Processes of Social Studies

- A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- A2 use maps and timelines to gather and represent information
- A3 gather information from a variety of sources
- A4 identify alternative perspectives on a selected event or issue
- A5 create a presentation on a selected historical event or topic
- A6 formulate strategies to address problems or issues

Curriculum Organizer: Identity, Society, and Culture

- B1 distinguish characteristics of various Aboriginal cultures in BC and Canada
- B2 demonstrate knowledge of early European exploration of BC and Canada
- B3 identify effects of early contact between Aboriginal societies and European explorers and settlers

Curriculum Organizer: Governance

- C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
- C2 identify the impact of Canadian governance on Aboriginal people's rights

Curriculum Organizer: Economy and Technology

- D1 compare bartering and monetary systems of exchange
- D2 describe technologies used by Aboriginal people in BC and Canada
- D3 analyse factors that influenced early European exploration of North America
- D4 describe technologies used in exploration, including:
 - transportation
 - navigation food
 - preservation
- D5 describe economic and technological exchanges between explorers and Aboriginal people

Curriculum Organizer: Human and Physical Environment

- E1 use maps and globes to locate
 - the world's hemispheres
 - the world's continents and oceans
 - Aboriginal groups studied
- E2 identify the significance of selected place names in BC and Canada
- E3 describe Aboriginal peoples' relationship with the land and natural resources

Curriculum Organizer: Skills and Strategies

- B1 compare and apply various image-development strategies, including -animation -serialization -stylization
- C1 describe a variety of reasons why people make and use visual arts
- D1 describe their response to 2-D and 3-D images: -created to communicate ideas, experiences, and stories -created to illustrate and decorate -that show particular visual elements, principles of design, or image-development strategies
- A1 draft ideas for images using feelings, observation, memory, and imagination
- B2 analyse and use a variety of materials, technologies, and processes to create images
- B2 compare and apply various visual elements and principles of design including -form -contrast -emphasis
- A2 create images using a range of image-development strategies, including -serialization -stylization -animation
- C2 identify distinctive styles of visual images from various historical, cultural, and social contexts
- D2 interpret reasons for preferences in artworks
- A3 create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects: -form -contrast -emphasis
- C3 demonstrate an awareness that there are ethical considerations involved in copying and appropriating images
- D3 demonstrate the ability to work co-operatively to develop a group display
- C4 demonstrate an awareness that there are various types of artists in the community
- B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes
- A4 use a range of materials, technologies, and processes alone and in combination to create images
- A5 create 2-D and 3-D images - that express personal identity - that respond to or reflect aspects of art from a variety of historical and cultural contexts - to communicate ideas, experiences, and stories - to illustrate and decorate