

## GRADE 5 – LEARNING OUTCOMES

### LANGUAGE ARTS

Updated December 2011

<b>Oral Language</b>	
Can you use speaking and listening to interact with others for the purpose of sharing, contributing ideas, improving and deepening comprehension, solving problems, etc.?	
Can you speak to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by staying on topic, recounting experiences, using an effective introduction and conclusion, explain and support a viewpoint?	
Can you listen purposefully to understand ideas and information, by summarizing, generating questions, visualizing, identifying opinions, ignoring distractions?	
Can you select and use strategies when interacting with others, including accessing prior knowledge, making connections, asking questions for clarification, taking turns as speaker and listener, paraphrasing to clarify meaning?	
Can you select and use strategies when expressing and presenting ideas, information, and feelings, including setting a purpose, generating ideas, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback?	
Can you select and use strategies when listening to make and clarify meaning, including making predictions, listening for specifics, generating questions, recalling, summarizing, synthesizing, visualizing?	
Can you demonstrate enhanced vocabulary knowledge and usage?	
Can you use speaking and listening to respond, explain, and provide supporting evidence for your connections to texts?	
Can you use speaking and listening to improve and extend thinking, by acquiring new ideas, making connections and asking questions, developing explanations, considering alternative viewpoints, problem solving?	
Can you reflect on and assess your speaking and listening by referring to criteria, reflecting on and discussing peer and adult feedback, setting goals and creating a plan for improvement, taking steps toward achieving goals?	
Can you 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, enunciation, nonverbal communication, receptive listening posture?	
Can you recognize the structures and patterns of language in oral texts, including literary and sound devices, root words, word families, structural sequencing cues, idiomatic expressions?	
<b>Reading and Viewing</b>	
Can you read fluently and demonstrate comprehension of a range of grade-appropriate literary texts?	
Can you read fluently and demonstrate comprehension of grade-appropriate information texts such as non-fiction, textbooks, charts, reports, articles, websites, instruction manuals, etc.?	
Can you read and reread just-right-texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension?	
Can you view and demonstrate comprehension of visual texts (e.g. cartoons, illustrations, posters, photographs, advertising)?	
Can you 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, and previewing texts?	

Can you 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, self-monitoring and self-correcting, figuring out unknown words, determining the importance of ideas/events, visually representing texts, summarizing and synthesizing?	
Can you 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, summarizing and synthesizing?	
Can you use graphic organizers to record information learned from the text?	
Can you respond to selections you read or view, by expressing an opinion with supporting evidence, discussing and giving reasons for your choice of favourite texts?	
Can you explain connections (e.g. text-to-self, text-to-text, text-to-world)?	
Can you read and view to improve and extend thinking, by developing explanations, distinguishing between fact and opinion, analyzing texts to consider alternatives, drawing conclusions, summarizing and synthesizing?	
Can you reflect on and assess your reading and viewing, by referring to criteria, setting goals and creating a plan for improvement, taking steps towards achieving goals?	
Can you 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), non-fiction elements (e.g. topic sentence, development of ideas with supporting details, central ideas) and idiomatic expressions?	
Can you explain how structures and features of text work to develop meaning, including literary elements (e.g. character, setting, problem, plot, climax, conflict, theme, conclusions), and literary devices (e.g. imagery, sensory detail, simile, metaphor)?	
<b>Writing and Representing</b>	
Can you write clear, focused personal writing for a range of purposes and audiences that demonstrate connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> <li>- clearly developed ideas using supporting details and explanations</li> <li>- sentence fluency through a variety of sentence lengths and patterns</li> <li>- effective word choice by using a greater number of new, different, more precise words</li> <li>- an emerging and honest voice</li> <li>- an organization that is meaningful, logical, and effective, and showcases a central idea or theme ?</li> </ul>	
Can you write a variety of clear informational writing for a range of purposes and audiences, featuring clearly developed ideas, sentence fluency, increasing fluid style, word choice, voice and organization?	
Can you write a variety of imaginative writing modeled from literature, featuring well-developed ideas, sentence fluency and fluidity, effective word choice, voice and organization?	
Can you create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring development of ideas, connections to personal feelings, experiences, opinions and information, an expressive voice and organization?	
Can you select and use strategies before writing and representing, including setting a purpose, identifying an audience, selecting a genre and form, develop a criteria based on analysis of the form of writing, a variety of ideas from personal interest, prompts, models of good literature, and/or graphics?	
Can you select and use strategies during writing and representing to express and refine thoughts, including referring to criteria, examining models of literature, accessing multiple sources of information, consulting reference material, considering and applying feedback, and ongoing revising and editing?	
Can you select and use strategies after writing and representing to improve your work, including checking your work against criteria, revising to enhance writing traits (eg. ideas, sentence fluency, word choice, voice, organization), and editing for conventions (eg. grammar and usage, capitalization, punctuation, spelling)?	
Can you use writing and representing to express personal responses and relevant opinions in response to experience and texts?	
Can you use writing and representing to extend thinking by developing explanations,	

expressing alternative viewpoints, and creating new ideas?	
Can you reflect on and assess your writing and representing, by referring to class-generated criteria, setting goals and creating a plan for improvement, and taking steps toward achieving goals?	
Can you use the features and conventions of language to express meaning in your writing and representing, including <ul style="list-style-type: none"> <li>- complete simple and compound sentences and begin to use complex sentences</li> <li>- effective paragraphing</li> <li>- correct noun-pronoun agreement</li> <li>- past, present, and future tenses</li> <li>- capitalization in titles, headings, and subheadings</li> <li>- passages of dialogue indicated with quotation marks and paragraphs</li> <li>- appropriate uses of apostrophes</li> <li>- conventional Canadian spelling for familiar and frequently used words</li> <li>- spelling unfamiliar words by apply strategies (e.g. phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)</li> <li>- legible writing that demonstrates alignment, shape and slant ?</li> </ul>	

### **ARITHMETIC/MATHEMATICS**

<b>Number Concepts</b>	
Can you represent and describe whole numbers to 1 000 000?	
Can you use estimation strategies including front-end rounding, compensation, compatible numbers, in problem solving contexts?	
Can you apply mental math strategies and number properties, such as skip counting, using doubles or halving, using patterns, using repeated doubling or halving, to determine basic multiplication facts and related division facts?	
Can you apply mental math strategies for multiplication, such as annexing then adding zero, halving and doubling, using the distributive property?	
Can you demonstrate an understanding of multiplication (2 digits by 2 digits) to solve problems?	
Can you demonstrate with and without concrete materials, an understanding of division (3 digits by 1 digit) and interpret remainders to solve problems?	
Can you demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions, compare fractions with like and unlike denominators?	
Can you describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically?	
Can you relate decimals to fractions (to thousandths)?	
Can you compare and order decimals (to thousandths) by using benchmarks, place value, equivalent decimals?	
Can you demonstrate an understanding of addition and subtraction of decimals (limited to thousandths)?	
<b>Patterns and Relations (Patterns)</b>	
Can you determine the pattern rule to make predictions about subsequent elements?	
Can you solve problems involving single-variable, one step equations with whole number coefficients and whole number solutions?	
<b>Shape and Space (Measurement)</b>	
Can you design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions?	
Can you demonstrate an understanding of measuring length (mm) by selecting and justifying referents for the unit mm, and modeling and describing the relationship between mm and cm units, and between mm and m units?	
Can you demonstrate an understanding of volume by selecting and justifying referents for $\text{cm}^3$ or $\text{m}^3$ units, estimating volume by using referents for $\text{cm}^3$ or $\text{m}^3$ , measuring and recording volume ( $\text{cm}^3$ or $\text{m}^3$ ) and constructing rectangular prisms for a given volume?	

Can you demonstrate an understanding of capacity by describing the relationship between mL and L, selecting and justifying referents for mL and L units, estimating capacity by using referents for mL and L, measuring and recording capacity (mL or L)?	
<b>Shape and Space (3-D objects and 2-D Objects and Transformations)</b>	
Can you describe and provide examples of edges and faces of 3-D objects and sides of 2-D shapes that are parallel, intersecting, perpendicular, vertical and horizontal?	
Can you identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses according to their attributes?	
Can you perform a single transformation (translation, rotation or reflection) of a 2-D shape (with and without technology) and draw and describe the image?	
Can you identify a single transformation, including a translation, rotation, and reflection of 2-D shapes?	
<b>Statistics and Probability (Data Analysis)</b>	
Can you differentiate between first-hand and second-hand data?	
Can you construct and interpret double bar graphs to draw conclusions?	
Can you describe the likelihood of a single outcome occurring using words such as impossible, possible, and certain?	
Can you compare the likelihood of two possible outcomes occurring using words such as less likely, equally likely, and more likely?	

## SOCIAL STUDIES

<b>Skills and Processes of Social Studies</b>	
Can you apply critical thinking skills to include hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing to a range of selected problems and issues?	
Can you use latitude, longitude, and intermediate directions to locate major geographical features in BC and Canada?	
Can you describe a selected place in Canada using both absolute and relative location?	
Can you use keys and legends to interpret maps (e.g. resource, economic, activities, transportation routes, capital cities, population)?	
Can you recognize that different types of maps represent particular types of information (eg. thematic maps show information such as resource distribution, topographic maps show elevation, political maps show provincial boundaries)?	
Can you create maps to represent aspects of a specific place (e.g. economic activity, landforms, and bodies of water), applying keys and legends?	
Can you create and interpret timelines and maps to show the development of political boundaries in Canada (e.g. each province's entry into Confederation, creation of Nunavut)?	
Can you retell a story from an interview (e.g. new Canadian, war veteran, elder)?	
Can you apply established criteria to compare information sources (e.g. relevance, accuracy, authorship)?	
Can you apply a variety of strategies to record information gathered from sources?	
Can you create a bibliography of all sources used?	
Can you use an outline to organize information into a coherent format?	
Can you create a presentation using more than one form of representation (e.g. poster and oral report)?	
Can you identify alternative interpretations and viewpoints on a selected topic (e.g. immigration, resource use)?	
Can you identify problems or issues that are local, national and/or global in focus?	
Can you demonstrate an awareness of reasons why people have differing views?	
Can you research information to define and defend a position on a selected topic?	
Can you implement a plan of action to address a selected community, or national problem or issue?	
<b>Identity, Society, and Culture</b>	
Can you describe key events and factors in the development of BC and Canada in terms of	

their context and rationale, major figures, conflicts, outcome?	
Can you describe roles of the fur trade, the CPR, and the gold rush in the development of Canada?	
Can you create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada, such as <ul style="list-style-type: none"> <li>- the Age of Exploration</li> <li>- the fur trade</li> <li>- building the Canadian Pacific Railway</li> <li>- the Fraser/Cariboo gold rush</li> <li>- evolution of the NWMP/RCMP</li> <li>- Confederation and the years each province and territory entered Confederation?</li> </ul>	
Can you give historical reasons for the immigration of specific cultural groups to Canada (e.g. Irish potato famine, railroad workforce, World War II refugees, Underground Railroad, gold rush)?	
Using role play, simulations, or letters, present personal perspective of the challenge faced by immigrants (e.g. climate, language, religious freedom, employment, etc.)?	
Can you create a representation of how immigration has led to the development of Canada as a cultural mosaic?	
Can you create a presentation on the heritage(s) of your own families?	
Can you compare what it meant to be a citizen in pre-Confederation Canada to what it means today?	
Can you identify significant individuals who have contributed to the development of Canada's identity in various areas (e.g. the arts, literature, science, medicine, government, military, explorers, law, public service)?	
Can you present a report to describe the contributions of one or more significant individuals to the history of Canada (e.g. in the artistic, scientific, technological, business, or military fields)?	
<b>Governance</b>	
Can you describe the significance of the British North America Act of 1867 and the Constitution Act of 1982?	
Can you explain the significance of a constitution (e.g. establishing rule of law, government structure)?	
Can you create a timeline or other representation to show when each province and territory entered Confederation?	
Can you describe the significant events and people contributing to Confederation (e.g. gold rush, railway, John A Macdonald, Pierre Trudeau)?	
Can you describe the significance of bilingualism in Canada?	
Can you distinguish the different levels of government in Canada – municipal, provincial, territorial, federal?	
Can you summarize the responsibilities of government (e.g. providing and administering services, making laws, collecting and allocating taxes)?	
Can you identify key roles within the provincial, territorial, and federal governments in Canada (e.g. Premier, Prime Minister, MLA, MP Speaker, Lieutenant Governor, Governor General, cabinet, senate, government ministries, Ombudsman, crown corporation)?	
Can you accurately name your elected and appointed provincial and federal government leaders?	
Can you explain the election process (e.g. political parties, voting)?	
<b>Economy and Technology</b>	
Can you give examples of specific resources that affected settlement patterns in BC and Canada (e.g. gold, coal, forests, fish, fur-bearing animals, fertile land)?	
Can you relate supply and demand using specific resource examples (e.g. boom and bust in Barkerville, fashion trends in Europe driving the fur trade)?	
Can you explain how technology has affected the discovery, extraction, processing and marketing of selected natural resources (eg. undersea mining, greenhouse agriculture, fish farms, etc.), using specific examples?	
Can you give reasons why transportation technologies were important to Canada (e.g. connect a relatively small population in a large land mass, moving natural resources)?	
Can you explain the significance of the railroad to the development of Canada as a nation?	

Can you compare modes of transportation used in different places and times in Canada (e.g. railway, dog sled, canoe, wagon, etc.)?	
Can you create a presentation (e.g. written or oral report, drama, PowerPoint) on the history and development of a selected mode of transportation?	
Can you use a map to identify major transportation systems and technologies in contemporary BC and Canada (e.g. ferry routes, highways, railways, airports)?	
<b>Human and Physical Environment</b>	
Can you use appropriate terminology to describe geographical features (e.g. bay, strait, inlet, gulf, coast, peninsula, range, valley, plain, plateau, deciduous, coniferous, boreal, etc.)?	
Can you name and locate on a map the major physical regions of Canada?	
Can you use thematic maps to describe the physical features of each region of Canada (e.g. vegetation, terrain, rock and mineral types)?	
Can you identify significant natural resources in BC and Canada including fishing, forests, minerals, and energy?	
Can you use thematic maps to describe the location of natural resources in Canada in relation to characteristics of physical geography?	
Can you define and give examples of renewable resources and non-renewable resources?	
Can you speculate on the potential consequences of non-sustainable practices in resource use?	
Can you give examples of how people can demonstrate stewardship of resources and the environment?	
Can you describe how early explorers and settlers affected their physical environment (eg. settlement patterns, transportation, housing, agriculture, clothing)?	
Can you outline how historical events such as the fur trade, the gold rushes and the building of the CPR affected physical environments in BC and Canada?	

## SCIENCE

<b>Processes of Science</b>	
Can you identify variables that can be changed in an experiment?	
Can you evaluate the fairness of a given experiment?	
Can you describe the steps in designing an experiment (Scientific Method)?	
<b>Life Science: Human Body</b>	
Can you identify the organs and their functions in a human body system?	
Can you illustrate the human respiratory, digestive, circulatory, skeletal, muscular, and nervous system?	
Can you conduct various experiments to safely measure and record the responses of the various systems (e.g. heart rate, lung capacity, and reaction time)?	
Can you construct and explain the elements of a simple food chain?	
Can you generate and answer several questions to investigate how body systems are integrated (e.g. how various systems connect to each other)?	
Can you demonstrate various ways in which body systems work together?	
<b>Physical Science: Forces and Simple Machines</b>	
Can you accurately describe the effects of increasing and decreasing the amount of force applied to an object?	
Can you compare the effects of friction on the movement of an object over a variety of surfaces?	
Can you design a fair test to see how an object's motion is affected by ramps with different surfaces, slopes, length, and initial height?	
Can you identify and classify everyday devices according to the six basic machines (lever, wedge, inclined plane, screw, roller, axle, wheel and pulley)	
Can you compare the advantages and disadvantages of various simple machines for identical	

tasks?	
Can you identify the simple machine incorporated into the working parts of compound machines designed for a specific task (eg. lifting, pulling, carrying heavy loads)?	
Can you proficiently assemble a compound machine, illustrating in detail how it is constructed from a combination of simple machines?	
Can you give several examples of some common heavy machines that contain simple machines (eg. fork-lift, grader, crane, log-loader)?	
Can you illustrate in detail how a combination of simple machines can be used to solve various problems in daily life?	
<b>Earth and Space Science: Renewable and Non-Renewable Resources</b>	
Can you analyse data and correctly classify BC's resources as renewable or non-renewable?	
Can you explain in detail various ways in which BC's resources are used?	
Can you illustrate several examples of resource harvesting or extraction?	
Can you trace a finished BC resource-based product to its source?	
Can you identify and describe a variety of solutions to address the issue of natural resource management in BC?	
Can you collect relevant data and coherently articulate various points of view on a local resource issue in BC?	

### FINE ARTS

<b>Dance</b>	
Can you move in response to a variety of sounds, music, images and feelings?	
Can you create movement sequences based on choreographic forms?	
Can you participate in creative processes – with emphasis on selecting and combining – to create dance compositions?	
Can you use the elements of movement in combination?	
Can you demonstrate the principles of movement (e.g. alignment, balance, flexibility, strength, and breathing, in dance)?	
Can you compare techniques associated with particular dance styles?	
Can you identify ways in which safety, and health-related choices affect dance?	
Can you identify distinguishing features of dances from a variety of cultural and social contexts?	
Can you identify personal opportunities for dance in the local community?	
Can you rehearse dance for presentation?	
Can you demonstrate performance skills appropriate to a given dance situation?	
Can you analyze your own and other's dance work?	
<b>Music</b>	
Can you apply rhythm, melody and elements of expression through singing and playing a repertoire?	
Can you explain thoughts, images and feelings derived from a music experience?	
Can you apply elements of rhythm, melody and expression in composition?	
Can you sing or play rhythmic patterns from standard notation?	
Can you sing or play from aural sources?	
Can you maintain a melodic or harmonic part in simple textures?	
Can you describe form and structure in music?	
Can you use standard or invented notation to represent melodic phrases and rhythmic patterns and elements of expression?	
Can you demonstrate an appropriate use of instruments?	
Can you participate in music from a variety of historical, cultural, and social contexts?	
Can you identify music opportunities in the local community?	
Can you apply skills and attitudes appropriate to a range of music experiences?	
Can you analyze your own and other's music performances?	

<b>Drama</b>	
Can you express a variety of ideas and perspectives through drama?	
Can you demonstrate collaboration skills during drama?	
Can you use a variety of vocal elements and movement elements to communicate meaning?	
Can you participate in a variety of drama forms (e.g. puppetry, mime, choral, reader's theatre)?	
Can you participate safely in drama activities?	
Can you assess how drama can affect personal and societal beliefs and attitudes?	
Can you describe personal opportunities for drama in the local community?	
Can you participate actively in drama presentations?	
<b>Visual Arts</b>	
Can you draft ideas for images using feelings, imagination, memory, imagination, and observation?	
Can you compare and create images using strategies such as rotation, and reversal?	
Can you compare and create one or more visual elements and principles of design (e.g. tone, value and movement)?	
Can you analyse and create using a range of materials, technologies and processes to create images?	
Can you create 2-D and 3-D images, using a variety of strategies, and media, to communicate experiences, moods, and stories?	
Can you demonstrate safe and environmentally responsible use of materials, technologies, and processes?	
Can you describe a variety of reasons people make and use visual arts?	
Can you compare the distinctive styles of artists and images from various cultures and historical periods?	
Can you describe ethical considerations involved in copying and appropriating images?	
Can you describe opportunities for visual arts in the local community?	
Can you describe your response to 2-D and 3-D images?	
Can you interpret reasons for preferences in artworks?	
Can you collaborate to develop a group display for the school or community?	

## **PHYSICAL EDUCATION**

<b>Active Living – Knowledge and Participation</b>	
Can you describe the personal physical and emotional health benefits of regular participation in physical activity?	
Can you define the components of fitness as being muscular strength and endurance, cardiovascular endurance and flexibility?	
Can you analyse the relationship between nutrition and physical activity?	
Can you set a personal goal for physical activity?	
Do you participate daily (five times a week) in moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance and/or flexibility?	
<b>Movement Skills</b>	
Can you demonstrate preparation (ready position), movement, and follow-through phases of a selected activity?	
Can you demonstrate proper techniques to send an object (e.g. kick, strike, throw) at varying distances in predictable settings?	
Can you demonstrate proper techniques to receive (catch) an object while adjusting to varying speeds and different levels?	
Can you create structured, repeatable sequences of non-loco motor, loco motor, and manipulative movement skills?	
<b>Safety, Fair Play and Leadership</b>	
Can you demonstrate safe use of equipment and facilities to avoid putting self and others at risk?	
Can you describe the importance of warm-up and cool down routines for specific activities (e.g. safety, efficiency, focus)?	

Can you demonstrate fair play in physical activity?	
Can you demonstrate leadership in physical activity?	