

CURRICULUM MAPS FOR GRADE 5**CONTENTS:**

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	To learn to pray with Mary and the Church			
	To prepare a Jesse Tree and savour the stump of Jesse			
	To celebrate the Advent promise of God-with-us			
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The Church welcomes all nations		Task:	Virtue:	Value:
	To see the Epiphany as celebrating God's initiative in loving us	3-1	Faith Hope	Friendship
	To discover how God calls again and again	4-2	Faith Prudence	Respect Courage
	To explore further God's call in Scripture	4-2	Fortitude	Responsibility
	To discover God's faithfulness in the story of our ancestors	4-6	Faith	Respect
	To see God's continuing faithfulness in the Church's missionary activity	1-7	Faith	Cooperation Responsibility
	To celebrate God's faithfulness to all nations	1-9	Faith	Respect
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The Church acts justly		Task:	Virtue:	Value:
	To deepen our awareness that the Church is called to reach out with the kindness of God	2-2	Charity	Kindness
	To see justice as essential to being Church		Justice	Integrity
	To hear the call to open our doors to others	2-5	Charity	Kindness
	To discover hoe people welcome and reach out to others	2-6	Hope	Kindness Empathy
	To uncover the place of justice in ecological relationships	2-2	Justice	Stewardship
	To celebrate our oneness with all creation	1-1 3-2	Faith	Stewardship
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The Church reconciles		Task:	Virtue:	Value:
	To see creation as God's covenant	1-1 2-2	Faith	Stewardship
	To understand disorder in the world as a breach of the covenant	1-5 2-10	Justice	Responsibility
	To probe the mystery of evil	1-5	Prudence	Integrity
	To understand that our unfaithfulness cannot undo God's faithfulness	2-4 1-4	Faith	Self-discipline
	To see that God reconciles the world through Jesus in the Holy Spirit	1-3	Faith	Kindness Empathy
	To celebrate God's reconciling action through the Holy Spirit in the Church	3-5	Hope Charity	Kindness Empathy
Concept / Values	Course outcomes	Permeation outcomes		
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The Church loves		Task:	Virtue:	Value:
	To invite wonder at the superabundance of God's love	1-4	Charity	Respect Stewardship
	To recognize the Holy Spirit acting in and among people	1-9	Charity Prudence	Friendship
	To recall the significance of anointing in our faith tradition	3-3 3-5	Faith	Respect

	To understand the Church's ministries as rooted in the anointing with the Spirit	1-8	Faith Justice	Cooperation
	To understand the Tridium as the celebration of the mystery of God's love	3-2	Hope	Courage
	To prepare for the Easter Vigil as the central celebration of our faith	3-2	Faith Hope	Self-discipline
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The Church rejoices		Task:	Virtue:	Value:
	To celebrate the risen Lord Through sign, symbol, and story	3-2 3-1	Faith	Integrity
	To deepen appreciation of the feast of Easter	1-8	Hope	Respect
	To learn how we become Easter people	1-8	Prudence	Cooperation Courage
	To learn how we hold on to the Easter vision in our lives	1-7	Prudence	Responsibility
	To see the victory of Easter in people's lives	1-5	Charity Fortitude	Kindness Empathy
	To realize that the Spirit of Jesus changes people	2-8 2-4	Hope	Courage
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The Church witnesses		Task:	Virtue:	Value:
	To explore the Church's witness through the life of Paul	1-9 1-8	Fortitude	Courage
	To see missionary activity as the result of the experience of the risen Lord	1-7	Fortitude Faith	Friendship Courage Friendship
	To learn about the structure and marks of the Church	1-8	Faith	Work Perseverance
	To see that witnessing is essential to being Church	1-9 1-7	Faith	Integrity Courage
	To review and reflect upon what it means to be Church	1-9 1-8	Hope Charity	Cooperation Integrity
	To celebrate being Church	3-1 3-4	Charity	Friendship

Subject:	English Language Arts	Grade:	5
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	compare new ideas, information and experiences to prior knowledge and experiences	4-6	Prudence	Integrity, Respect
	ask questions, paraphrase and discuss to explore ideas and understand new concepts	1-5	Prudence, Justice	Cooperation, Courage
	share personal responses to explore and develop understanding of oral, print and other media texts	2-9, 2-5	Charity, Fortitude	Courage, Honesty
Experiment with language and forms		Task:	Virtue:	Value:
	discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	4-2, 3-1	Prudence	Integrity, Understanding
Express preferences				
	select preferred forms from a variety of oral, print and other media texts	1-5, 4-7	Justice	Integrity, Work & Perseverance
Set goals				
	identify areas of personal accomplishment and areas for enhancement in language learning and use	2-1	Hope, Charity, Temperance	Praise & Celebration, Motivation & Initiative
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	seek the viewpoints of others to build on personal responses and understanding	2-5, 4-6	Charity	Friendship, Respect, Cooperation
Combine ideas				
	use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts	2-1, 2-3, 4-8	Prudence	Understanding, Integrity, Kindness, Empathy
Extend understanding				
	search for further ideas and information from others and from oral, print and other media texts to extend understanding	1-2, 4-7	Faith	Work & Perseverance, Cooperation, Motivation & Initiative
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<p>General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts</p>

2.1 Use Strategies and Cues				
Use prior knowledge		Task:	Virtue:	Value:
	describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information	2-3, 4-6	Fortitude	Courage, Honesty
	use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning	1-1, 3-6	Prudence Hope	Work & Perseverance
Use comprehension strategies		Task:	Virtue:	Value:
	preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts	4-3	Prudence	Responsibility
	comprehend new ideas and information by responding personally, taking notes and discussing ideas with others	1-7, 2-3	Temperance	Responsibility, Work & Perseverance
	use the meanings of familiar words to predict the meanings of unfamiliar words in context	3-6	Prudence, Temperance	Responsibility, Self-discipline
	monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources	3-2, 4-7	Faith	Integrity
Use textual cues				
	use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information	4-2	Prudence	Self-Discipline
	identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information	4-2	Prudence	Self-Discipline
Use phonics and structural analysis				
	identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multi-syllable words in context	1-10	Prudence	Work & Perseverance
	integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context	4-2	Prudence	Work & Perseverance
Use references				
	find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words	1-1	Prudence	Work & Perseverance
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2.2 Respond to Texts				
Experience various texts		Task:	Virtue:	Value:
	experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers	1-2	Charity	Respect, Stewardship
	express points of view about oral, print and other	2-9,	Fortitude	Integrity

	meaning			
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2.4 Create Original Text				
Generate ideas		Task:	Virtue:	Value:
	use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts	4-3 4-4	Charity	Praise & Celebration
Elaborate on the expression of ideas				
	experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes	4-3 4-4	Charity	Praise & Celebration, Stewardship
Structure texts				
	use structures encountered in texts to organize and present ideas in own oral, print and other media texts	2-1	Fortitude, Temperance	Praise & Celebration
	use own experience as a starting point and source of information for fictional oral, print and other media texts	2-1 2-9	Fortitude	Motivation & Initiative
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3.1 Plan and Focus				
Focus attention		Task:	Virtue:	Value:
	summarize important ideas in oral, print and other media texts and express opinions about them	2-4 2-5	Charity	Respect, Kindness & Empathy
	combine personal knowledge of topics with understanding of audience needs to focus topics for investigation	2-7 4-4	Charity, Prudence	Kindness & Empathy
Determine information needs				
	identify categories of information related to particular topics, and ask questions related to each category	2-8, 2-9, 4-6	Prudence, Charity	Respect, Understanding, Kindness & Empathy
Plan to gather information				
	develop and follow own plan for gathering and recording ideas and information	2-1	Prudence, Temperance	Cooperation, Motivation & Initiative
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3.2 Select and Process				
Use a variety of sources		Task:	Virtue:	Value:
	locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions	2-9	Prudence	Integrity, Work & Perseverance
Access information				
	use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information	4-2	Prudence	Self-Discipline
	skim, scan and listen for key words and phrases	4-2	Prudence	Self-Discipline
Evaluate sources				
	determine the usefulness and relevance of information	2-10	Prudence	Responsibility

	subheadings in own writing		Prudence	Perseverance, Motivation & Initiative
	use quotation marks and separate paragraphs to indicate passages of dialogue in own writing	1-1	Temperance, Prudence	Work & Perseverance, Motivation & Initiative
	recognize various uses of apostrophes, and use them appropriately in own writing	1-1	Temperance, Prudence	Work & Perseverance, Motivation & Initiative
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4.3 Present and Share				
Present information		Task:	Virtue:	Value:
	organize ideas and information in presentations to maintain a clear focus and engage the audience	3-3, 3-4, 1-7	Charity	Praise & Celebration
Enhance presentation				
	use effective openings and closings that attract and sustain reader or audience interest	3-3, 3-4, 1-7	Charity	Praise & Celebration
Use effective oral and visual communication				
	adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	3-3, 3-4, 1-7	Charity	Praise & Celebration
Demonstrate attentive listening and viewing				
	identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter	3-3, 3-4, 1-7	Charity	Praise & Celebration
	show respect for the presenter's opinions by listening politely and providing thoughtful feedback	1-7, 2-8	Charity, Justice	Respect
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General Outcome 5				
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others				
5.1 Respect Others and Strengthen Community				
Appreciate diversity		Task:	Virtue:	Value:
	discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts	2-5, 4-6	Charity	Stewardship, Respect
	compare own and others' responses to ideas and experiences related to oral, print and other media texts	2-9	Fortitude	Respect, Kindness & Empathy
Relate texts to culture				
	identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities	2-8, 2-9	Charity, Prudence	Praise & Celebration
Celebrate accomplishments and events				
	select and use language appropriate in tone and form to recognize and honour people and events	2-8, 2-9	Charity, Prudence	Praise & Celebration
Use language to show respect				

	determine and use language appropriate to the context of specific situations	1-4	Prudence	Self-Discipline
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5.2 Work within a Group				
Cooperate with others				
	accept and take responsibility for fulfilling own role as a group member	2-5 2-8	Charity, Temperance	Integrity, Responsibility, Honesty
	discuss and decide whether to work individually or collaboratively to achieve specific goals	2-1	Charity, Fortitude	Integrity, Friendship, Cooperation
Work in groups				
	formulate questions to guide research or investigations, with attention to specific audiences and purposes	1-7	Charity, Justice	Integrity, Responsibility, Cooperation
	contribute ideas to help solve problems, and listen and respond constructively	1-7, 2-1	Charity, Justice, Fortitude	Integrity, Responsibility, Cooperation
Evaluate group process				
	show appreciation for the contributions of others, and offer constructive feedback to group members	2-9 2-3	Charity	Kindness & Empathy, Praise & Celebration

Subject:	Science	Grade:	5
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
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SKILLS				
5-1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated				
5-2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements		Task:	Virtue:	Value:
Focus	ask questions that lead to exploration and investigation			
	identify one or more possible answers to questions by stating a prediction or a hypothesis	1-1	Faith	Motivation & Initiative
Explore and Investigate	identify one or more ways of finding answers to given questions	1-1	Prudence	Motivation & Initiative
	plan, with guidance, and carry out procedures that comprise a fair test	1-5	Prudence	Work & Perseverance
	identify variables that need to be held constant to ensure a fair test	1-5	Prudence	Work & Perseverance
	select appropriate materials and identify how they will be used	1-5	Prudence	Integrity
	work individually or cooperatively in planning and carrying out procedures	2-4	Fortitude	Responsibility Cooperation
	identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources		Fortitude	Integrity
Reflect and Interpret	communicate with group members to share and evaluate ideas, and assess progress	1-4	Charity	Cooperation Respect
	record observations and measurements accurately, using a chart format where appropriate. Computer resources may be used for record keeping and for display and interpretation of data		Fortitude	Integrity
	state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations	1-5	Prudence	Integrity
	evaluate how well the procedures worked and identify possible improvements	1-5	Prudence	Honesty
	identify possible applications of what was learned	1-1	Hope	Motivation & Initiative
	identify new questions that arise from what was learned.	1-1	Prudence	Motivation & Initiative
5-3 Design and carry out an investigation of a practical problem, and develop a possible solution		Task:	Virtue:	Value:
Focus	identify problems to be solved and the purpose(s) of the problem-solving activity: What problem(s) are we trying to solve? What conditions must be met? What controls are required? How will we know that we have done what we set out to do?	1-1	Prudence	Work & Perseverance

Explore and Investigate	identify one or more possible approaches to solving the problem and plan, with guidance, a set of steps to follow	1-5	Prudence	Work & Perseverance
	select appropriate materials and identify how they will be used	1-5	Prudence	Integrity
	attempt a variety of strategies and modify procedures, as needed (troubleshoot problems)		Temperance	Work & Perseverance
	work individually or cooperatively in planning and carrying out procedures	2-4	Fortitude	Responsibility & Cooperation
	identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources		Fortitude	Integrity
Reflect and Interpret	communicate with group members to share and evaluate ideas, and assess progress	1-4	Charity	Cooperation & Respect
	evaluate the procedures used to solve the problem and identify possible improvements	1-5	Prudence	Honesty
	evaluate a design or product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: <ul style="list-style-type: none"> - effectiveness—Does it work? - reliability—Does it work every time? - durability—Does it stand up to repeated use? - effort—Is it easy to construct? Is it easy to use? - safety—Are there any risks of hurting oneself in making it or using it? - use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again? - effect on environments - benefit to society 	1-5	Charity (others) Fortitude (self)	Integrity (self eval) Kindness & Empathy (others)
	identify new applications for the design or problem solution	1-1	Hope	Motivation & Initiative
ATTITUDES				
5-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways		Task:	Virtue:	Value:
<i>Students will show growth in acquiring and applying the following traits:</i>	curiosity	1-1	Hope	Praise & Celebration
	confidence in personal ability to learn and develop problem-solving skills	1-2	Faith	Courage
	inventiveness and open-mindedness	2-5	Prudence	Integrity
	perseverance in the search for understandings and for solutions to problems	1-1	Faith	Work & Perseverance
	flexibility in considering new ideas	1-4	Charity	Respect
	critical-mindedness in examining evidence and determining what the evidence means	1-5	Fortitude	Self-discipline
	a willingness to use evidence as the basis for their conclusions and actions	1-1	Prudence	Responsibility
	a willingness to work with others in shared activities and in sharing of experiences	2-5	Charity	Cooperation
	appreciation of the benefits gained from shared effort and cooperation	4-6	Temperance	Praise & Celebration
	a sense of personal and shared responsibility for actions taken	4-6	Justice	Responsibility

	respect for living things and environments, and commitment for their care	2-2	Charity	Respect
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Topic A: Electricity and Magnetism				
5-5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials		Task:	Virtue:	Value:
	Recognize and appreciate the potential dangers involved in using sources of electrical currents: <ul style="list-style-type: none"> • understand that household electrical currents are potentially dangerous and not a suitable source for experimentation • understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits • understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries 	2-2 Skill	Temperance	Responsibility
	Describe and demonstrate example activities that show that electricity and magnetism are related: <ul style="list-style-type: none"> • demonstrate that electricity can be used to create magnetism • demonstrate that a moving magnet can be used to generate electricity 	1-1	Faith	Cooperation
	Demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses	1-1	Prudence	Work & Perseverance
	Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit	4-4 4-6	Prudence	Praise & Celebration
	Distinguish electrical conductors—materials that allow electricity to flow through them—from insulators—materials that do not allow electricity to flow through them	4-4	Faith	Motivation & Initiative
	Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity	4-4	Faith	Courage
	Predict the effect of placing an electrical resistance in a simple circuit; e.g., in a circuit with a light bulb or electric motor	3-1	Faith	Courage
	Recognize that the amount of electricity we use in our homes is measured in kilowatt hours	2-2	Justice Fortitude	Stewardship
	Interpret and explain: <ul style="list-style-type: none"> • the reading on a household electrical meter • efficiency labels on electrical appliances 	2-3	Justice Fortitude	Stewardship
	Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors	3-6	Prudence	Motivation & Initiative
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Topic B: Mechanisms Using Electricity				
5-6 Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices		Task:	Virtue:	Value:
	Identify example applications of electrical devices in the school and home environment, and classify the kinds of uses. Categories of electrical use may include such things as: heating, lighting, communicating, moving, computing	1-1	Prudence	Stewardship
	Design and construct circuits that operate lights and other electrical devices	2-5	Fortitude	Motivation & Initiative
	Recognize the importance of switches and other control mechanisms to the design and operation of electrical devices, and identify purposes of switches in particular applications	2-2	Prudence	Work & Perseverance
	Construct and use a variety of switches	2-2	Prudence	Work & Perseverance
	Design and construct vehicles or other devices that use a battery-powered electric motor to produce motion; e.g., model cars, hoists, fans	2-2	Justice Fortitude	Courage
	Design and construct a burglar alarm	2-3	Prudence Fortitude	Responsibility
	Demonstrate different ways of lighting two lights from a single power source, and compare the results. Students should recognize that wiring two bulbs in series makes both bulbs glow less brightly than if the bulbs are wired in parallel. Students may demonstrate this knowledge operationally and do not need to use the terms series and parallel	1-1	Prudence	Cooperation
	Demonstrate different ways of using two batteries to light a bulb, and compare the results. Students should recognize that wiring the batteries in series causes the bulb to glow brighter than it would if parallel wiring were used.	2-3	Temperance Prudence	Motivation & Initiative
	Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements	4-6	Prudence Fortitude	Integrity
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Topic C: Classroom Chemistry				
5-7 Describe the properties and interactions of various household liquids and solids, and interpret their interactions		Task:	Virtue:	Value:
	Recognize and identify examples of the following kinds of mixtures: <ul style="list-style-type: none"> • two or more solids; e.g., sand and sugar • a solid and a liquid; e.g., sugar and water • two or more liquids; e.g., milk and tea 	1-1	Justice	Cooperation
	Apply and evaluate a variety of techniques for separating different materials	1-5	Prudence	Work & Perseverance
	Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution	2-2	Prudence	Integrity

	Demonstrate a procedure for making a crystal	1-1	Prudence	Responsibility
	Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids	4-6	Fortitude	Motivation & Initiative
	Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air	1-7	Temperance	Stewardship
	Distinguish reversible from irreversible changes of materials, and give examples of each.	2-2	Faith	Stewardship
	Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances	4-6	Prudence	Integrity
	Use an indicator to identify a solution as being acidic or basic	1-1	Temperance	Work & Perseverance
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Topic D: Weather Watch				
5-8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface				
5-9 Investigate relationships between weather phenomena and human activity		Task:	Virtue:	Value:
	Predict where, within a given indoor or outdoor environment, one is likely to find the warmest and coolest temperatures	1-1	Prudence	Honesty
	Describe patterns of air movement, in indoor and outdoor environments, that result when one area is warm and another area is cool	1-1	Prudence	Honesty
	Describe and demonstrate methods for measuring wind speed and for finding wind direction	2-9	Prudence	Work & Perseverance
	Describe evidence that air contains moisture and that dew and other forms of precipitation come from moisture in the air	1-1	Faith	Honesty
	Describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow	2-2	Temperance	Integrity
	Measure at least four different kinds of weather phenomena. Either student- constructed or standard instruments may be used.	2-9	Fortitude	Stewardship
	Record weather over a period of time	4-6	Temperance	Integrity
	Identify some common types of clouds, and relate them to weather patterns	1-1	Prudence	Responsibility
	Describe the effects of the Sun's energy on daily and seasonal changes in temperature 24-hour and yearly cycles of change	4-4	Justice	Motivation & Initiative
	Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates	2-4	Fortitude	
	Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world	3-3	Temperance	Praise & Celebration
	Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect	2-2	Hope	Self-discipline

	Appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather	1-7	Charity	Respect
	Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions; e.g., water resistance, wind resistance, protection from cold	1-7	Fortitude	Stewardship
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Topic E: Wetland Ecosystems				
5–10 Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them		Task:	Virtue:	Value:
	Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen	1-1	Prudence	Work & Perseverance
	Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water	1-2	Temperance	Stewardship
	Identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals	1-2	Temperance	Praise & Celebration
	Identify and describe adaptations that make certain plants and animals suited for life in a wetland	2-5	Charity	Praise & Celebration
	Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community	1-1	Temperance	Cooperation
	Identify the roles of different organisms in the food web of a pond: <ul style="list-style-type: none"> • producers—green plants that make their own food, using sunlight • consumers—animals that eat living plants and/or animals • decomposers—organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living 	2-2	Temperance	Stewardship
	Draw diagrams of food chains and food webs, and interpret such diagrams	1-1	Temperance	Praise & Celebration
	Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each	1-1	Prudence	Motivation & Initiative
	Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife	2-2	Temperance	Self-discipline
	Identify individual and group actions that can be taken to preserve and enhance wetland habitats	2-2	Temperance	Self-discipline

Subject:	Social Studies		Grade:	5
Unit:	Topic 1	Title:		
Topic:	5.1 Physical Geography of Canada			

Concept / Values	Course outcomes	Permeation outcomes		
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5.1.1 value Canada’s physical geography and natural environment:		Task:	Virtue:	Value:
	appreciate the variety and abundance of natural resources in Canada (ER, LPP)			
	appreciate the diversity of geographic phenomena in Canada (LPP)			
	appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)			
	appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)			
	appreciate the influence of the natural environment on the growth and development of Canada (LPP)			
	demonstrate care and concern for the environment through their choices and actions (GC, LPP)			
	appreciate the geographic vastness of Canada (LPP)			
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5.1.2 critically examine the physical geography of Canada by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What are the major geographical regions, landforms and bodies of water in Canada? (LPP)			
	How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)			
	How have natural disasters and severe weather been part of Canada’s physical geography? (LPP, TCC)			
	What are the differences and similarities between the regions of Canada? (LPP)			
	How is the geographical region they live in different from other regions of Canada? (LPP)			
	What are the factors which determine climate in the diverse regions of Canada (e.g., latitude, water, mountains)? (LPP)			
	How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment? (ER, LPP)			
////////////////////////////////////				
5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)			
	How are natural resources used, exchanged and			

	conserved in Canada? (ER, LPP)			
	Whose responsibility should it be to ensure the preservation of Canada’s national parks and protected areas? (C, ER, LPP)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	5
Unit:	Topic 2	Title:		
Topic:	5.2 Histories and Ways of Life in Canada			

Concept / Values	Course outcomes	Permeation outcomes		
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5.2.1 appreciate the complexity of identity in the Canadian context:		Task:	Virtue:	Value:
	recognize how an understanding of Canadian history and the stories of its peoples contribute to their sense of identity (I, TCC)			
	acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)			
	acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)			
	acknowledge the British influence and presence in Canada (CC, I, TCC)			
	acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)			
	recognize how changes in society can affect identity (CC, I)			
////////////////////////////////////				
5.2.2 critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC)			
	How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC)			
	How were the natural environment and geography of each area of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)			
	What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)			
	In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)			

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5.2.3 critically examine ways of life in New France by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC)			
	What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)			
////////////////////////////////////				
5.2.4 critically examine ways of life of the fur traders by exploring and reflecting upon the following questions and issues:				
	How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)			
	How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)			
	What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)			
////////////////////////////////////				
5.2.5 critically examine ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:				
	What do stories of the United Empire Loyalists tell us about the British culture and presence in Canada? (CC, I, TCC)			
	How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)			
////////////////////////////////////				
5.2.6 critically examine the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:				
	What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)			
	What do the stories of the British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)			
////////////////////////////////////				
5.2.7 critically examine how the North-West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:				
	What do stories of the North-West Mounted Police tell us about the settlement and development of Western and Northern Canada? (LPP, PADM)			
	How have stories of the North-West Mounted Police shaped identity in Western and Northern Canada? (I, TCC, PADM)			

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5.2.8 critically examine ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How do the stories of the Chinese immigrants contribute to an understanding of the development of Canada (i.e., railway workers)? (CC, I, TCC)			
	What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)			
	How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)			
////////////////////////////////////				
5.2.9 critically examine how European immigrants shaped ways of life in Western Canada by exploring and reflecting upon the following questions and issues:				
	What do the stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in Western Canada? (CC, I, GC, LPP, TCC)			
	How were European immigrants affected by pressures to conform in Western Canada? (C, CC, I, GC, LPP, TCC)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	5
Unit:	Topic 3	Title:		
Topic:	5.3 Canada: Shaping an Identity			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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5.3.1 appreciate how changes impact citizenship and identity:				
	recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)			
	recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)			
	recognize the historical significance of French and English as Canada’s official languages (C, I, PADM)			
////////////////////////////////////				
5.3.2 critically assess the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How did John A. Macdonald and Georges Étienne Cartier contribute as partners of Confederation? (TCC, PADM)			
	How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada’s two official languages? (I, C, PADM)			
	How did the building of Canada’s national railway affect the development of Canada? (CC, ER, PADM)			
	Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM)			
////////////////////////////////////				
5.3.3 critically assess how the Famous Five brought about change in Canada by exploring:		Task:	Virtue:	Value:
	Who were the Famous Five? (LPP, TCC)			
	How did they identify the need for change in Canadian laws? (C, I, PADM)			
	How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM)			

////////////////////////////////////				
5.3.4 critically assess how economic booms and crashes affected ways of life in Canada by exploring:		Task:	Virtue:	Value:
	How did World War I contribute to the industrialization and urbanization of Canada? (ER, LPP)			
	In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)			
	How did the economic boom immediately following WWII affect ways of life in Canada?(CC, ER, TCC)			
////////////////////////////////////				
5.3.5 critically assess how historical events shaped collective identity in the Canadian context by exploring:		Task:	Virtue:	Value:
	How was the Statute of Westminster a recognition of Canada as a nation? (C, I, TCC)			
	How has Lester B. Pearson’s initiative within the United Nations contributed to Canada’s identity as a peacekeeping nation? (GC, I, PADM)			
	How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP)			
	How is the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)			
	How is the Canadian Charter of Rights and Freedoms a symbol of Canada as a nation? (I, PADM)			
	What factors led to the creation of Nunavut? (I, CC, LPP, PADM)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
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Subject:	Social Studies	Grade:	5
Unit:		Title:	
Topic:	Skills and Processes		

Concept / Values	Course outcomes	Permeation outcomes		
////////////////////////////////////				
5.S.1	develop skills of critical thinking and creative thinking:	Task:	Virtue:	Value:
	analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion			
	critically evaluate ideas, information and positions from multiple perspectives			
	re-evaluate personal opinions to broaden understanding of a topic or an issue			
	generate original ideas and strategies in situations of individual and group activities			
	seek responses to inquiries from various authorities through electronic media			
	recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used			
////////////////////////////////////				
5.S.2	develop skills of historical thinking:	Task:	Virtue:	Value:
	use photographs and interviews to make meaning of historical information			
	use historical and community resources to understand and organize the sequence of national historical events			
	explain the historical context of key events of a given time period			
	organize information using such tools as databases, spreadsheets or electronic webbing			
////////////////////////////////////				
5.S.3	develop skills of geographic thinking:	Task:	Virtue:	Value:
	use latitude and longitude to determine the absolute location of places on maps and globes in Canada			
	construct maps, diagrams and charts to display geographic information			
	use historical maps to make meaning of historical events and issues			
	use cardinal and intermediate directions and simple grids to locate places on maps and globes			
	use scale to determine the distance between places on maps and globes			
	list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)			
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5.S.4. demonstrate skills of decision making and problem solving:		Task:	Virtue:	Value:
	determine when a decision needs to be made in dealing with problems and issues			
	collaborate with others to apply strategies for decision making and problem solving			
	select and use technology to assist in problem solving			
	use data gathered from a variety of electronic sources to address identified problems solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology			
	use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment			
	generate alternative solutions to problems, using technology to facilitate the process			
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5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:		Task:	Virtue:	Value:
	consider multiple perspectives while attempting to reach consensus within a group			
	demonstrate the ability to deal constructively with diversity and disagreement			
	work collaboratively with others to achieve a common goal			
	record group brainstorming, planning and sharing of ideas, using technology			
	retrieve data from available storage devices, such as a shared folder, to which a group has contributed			
////////////////////////////////////				
5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:				
	demonstrate commitment to the well-being of the school or community by volunteering to help where needed			
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5.S.7 apply the research process:		Task:	Virtue:	Value:
	determine themes, patterns and trends from information gathered			
	use graphs, tables, charts and Venn diagrams to interpret information			
	draw and support conclusions based on information gathered to answer a research question			
	cite references as part of research			

	design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan as necessary			
	access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)			
	navigate within a document, compact disc or other software program that contains links			
	organize information gathered from the Internet or electronic source, selecting and recording the data in logical files or categories			
	organize information, using tools such as databases, spreadsheets or electronic webbing use a variety of technologies to organize and synthesize researched information			
	reflect on and describe the processes involved in completing a project			
////////////////////////////////////				
5.S.8 demonstrate skills of oral, written and visual literacy:				
	select appropriate forms of delivery of written and oral information, taking particular audiences and purposes into consideration			
	respond appropriately to comments and questions, using language respectful of human diversity			
	listen to others in order to understand their perspectives			
	create visual images for particular audiences and purposes			
	identify and distinguish points of view expressed in electronic sources on a particular topic			
	extend the scope of a project beyond classroom collaboration by using communication technologies such as the telephone and e-mail			
	communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes			
////////////////////////////////////				
5.S.9 develop skills of media literacy:		Task:	Virtue:	Value:
	examine how various people might interpret a media message differently			
	examine diverse perspectives regarding an issue presented in the media			

Glossary of Terms and Concepts—Grade 5

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Aboriginal	The descendants of the original inhabitants of North America. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginals is also a term used in other parts of the world to refer to the first inhabitants of a given area.
anthropology	The study of the human race, its cultures and societies, and their physical development.
archaeology	The study of the buildings, containers and other, usually buried, objects that belonged to people who lived in the past.
Canadian Charter of Rights and Freedoms	Document entrenched in the 1982 Constitutional Act, which lists and describes the fundamental rights and freedoms guaranteed to Canadians.
Confederation	The signing of the British North America Act in 1867, uniting the four provinces of Ontario, Québec, New Brunswick and Nova Scotia.
coureurs des bois	Young men who left the villages of New France to live among Aboriginal peoples; they made trading agreements and collected furs, learned native languages, and became skilled at wilderness travel and the native way of life.
cultural heritage	The beliefs, customs, knowledge, values and historical experiences shared by a given group.
demographics	Information pertaining to the study of the population.
Elder	Any person regarded or chosen by an Aboriginal groups to be the keeper and teacher of its oral tradition and knowledge. This is a person who is recognized for his/her wisdom about spirituality, culture and life. Not all Elders are “old.” An Aboriginal community and/or individuals will typically seek the advice and assistance of Elders in various areas of traditional as well as contemporary issues.
First Nations	Refers to the various governments of the first peoples of Canada. There are over 600 First Nations across Canada, with 46 First Nations in Alberta.
Francophone	A person for whom French is the first language learned and/or still in use; a person of French language and culture.
fur trade	An economic activity that took place in British North America between the 16 th and 19 th centuries, involving the buying and selling of animal pelts, primarily beaver.
Great Depression	Severe, prolonged low economic activity and high unemployment that existed in the 1930s.

Great Migration	A term used to describe the large numbers of British immigrants who immigrated to Canada between 1815 and 1850.
habitants	Tenant farmers of New France who held land under the seigneurial system.
immigration	Movement of people intending to establish a home and gain citizenship in a country which is not their native country.
industrialization	The movement toward the use of machinery to collect and manufacture raw materials.
Inuit	Aboriginal people in northern Canada mostly living above the tree line in the Northwest Territories, northern Québec and Labrador.
Métis	People of mixed First Nations and European ancestry who identify themselves as Métis people. They are distinct from First Nations, Inuit and non-Aboriginal peoples. The Métis history and culture draws on diverse ancestral origins such as Scottish, Irish, French, Ojibway and Cree.
New France	Name given to all the territory in North America held by France from the 1520s to 1763. The vast territory, from the Hudson Strait to the Gulf of Mexico, included Acadia, Louisiana and the Mississippi Valley. The largest French population was concentrated in the Saint Lawrence Valley.
reserve	An area of land which is protected and set aside by the federal government for Aboriginal peoples in accordance with treaties.
seigneurial system	Name for the system by which land was held in New France. The Royal government in France granted large blocks of land in New France to French nobles, army officers, merchants and government officials, who became known as seigneurs (meaning “lords” or “landlords”). The seigneurs were required to either farm their land themselves or lease much of it to farmers (known as habitants).
treaties	Legal documents between government and a First Nation that confer rights and obligation on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.
voyageurs	Adventurers who ventured west by canoe from Montréal to the interior to trade with Aboriginal peoples for furs.

Subject:	Health	Grade:	Grade 5
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	examine the impact of physical activity, nutrition, rest and immunization on the immune system			
	assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath			
	<i>identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception</i>			
	examine the impact that changes in interests, abilities and activities may have on body image			
	examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes			
	examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social			
2. Safety and Responsibility		Task:	Virtue:	Value:
	identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture			
	promote safety practices in the school and community			
	determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines			
	describe and demonstrate ways to assist with injuries of others; e.g., basic first aid			
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RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt			
	identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement			
	recognize that stressors affect individuals differently, and outline ways individuals respond to stress			

	practise effective communication skills; e.g., active listening, perception checks			
2. Interactions		Task:	Virtue:	Value:
	identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss			
	investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross- age relationships			
	apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions			
3. Group Roles and Processes		Task:	Virtue:	Value:
	develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations			
	explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members			
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LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	identify and implement an effective time management plan; e.g., prioritize goals			
	affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills			
	investigate the effectiveness of various decision- making strategies; e.g., decision by default, impulsive decision making, delayed decision making			
	analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	relate personal skills to various occupations			
	assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media			
3. Volunteerism		Task:	Virtue:	Value:
	identify, within the school, the volunteer service accomplishments of staff and students			
	develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies			

Please note that *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction

Subject:	Phys Ed / Health	Grade:	5
Unit:		Title:	Mapped Phys. Ed and Health curriculums
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Physical Education Curriculum		Health Curriculum		
Benefits Health – Do It Daily!		Wellness Choices		
	B5–1 explain the relationship between nutritional habits and physical activity	W5.1 examine the impact of physical activity, nutrition, rest and immunization on the immune system		
	B5–7 describe how physical activity influences physical fitness and the body systems			
	B5–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	W5.4 examine the impact that changes in interests, abilities and activities may have on body image		
	D5–3 identify and follow rules, routines and procedures for safety in a variety of activities	W5.8 promote safety practices in the school and community		
	D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety	W5.9 determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines		
Physical Education Curriculum		Health Curriculum		
Benefits Health - Cooperation		Relationship Choices		
	B5–8 understand the connection between physical activity, stress management and relaxation	R5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress		
	C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity	R5.4 practise effective communication skills; e.g., active listening, perception checks		
		R5.9 explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members		
Physical Education Curriculum		Health Curriculum		
Do it daily!		Life Learning Choices		
	D5–6 set long-term goals to improve personal performance based on interests and abilities	L5.4 analyze factors that affect the planning and attaining of goals; e.g., personal		

		commitment, habits			
	D5-7 demonstrate different ways to achieve an activity goal that is personally challenging				

Subject:	Phys Ed	Grade:	5
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	A5-1 select, perform and refine more challenging locomotor sequences			
	A5-2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance			
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	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A5-3 select, perform and refine more challenging nonlocomotor sequences			
	A5-4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance			
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	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	A5-5 select, perform and refine more challenging ways to receive, retain and send an object with control			
	A5-6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship			
////////////////////////////////////				
	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A5-7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering			
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	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A5-8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others			
	A5-9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli			

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Application of Basic Skills in Games		Task:	Virtue:	Value:
	A5-10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone			
	A5-11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A5-12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics			
////////////////////////////////////				
Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A5-13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack			
////////////////////////////////////				
GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B5-1 explain the relationship between nutritional habits and physical activity			
	B5-2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity			
	B5-3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities			
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Body Image		Task:	Virtue:	Value:
	B5-4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities			
	B5-5 N/A			
////////////////////////////////////				
Well-being		Task:	Virtue:	Value:
	B5-6 infer positive benefits gained from specific physical activities			
	B5-7 describe how physical activity influences physical fitness and the body systems			
	B5-8 understand the connection between physical activity, stress management and relaxation			
////////////////////////////////////				
GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C5-1 identify and demonstrate respectful communication skills appropriate to cooperative			

	participation in physical activity			
	C5-2 N/A			
////////////////////////////////////				
Fair Play		Task:	Virtue:	Value:
	C5-3 demonstrate etiquette and fair play			
////////////////////////////////////				
Leadership		Task:	Virtue:	Value:
	C5-4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences			
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Teamwork		Task:	Virtue:	Value:
	C5-5 identify and demonstrate practices that contribute to teamwork			
	C5-6 identify and demonstrate positive behaviours that show respect for self and others			
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GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	D5-1 participate regularly in physical activity to develop components of health-related fitness and movement skills			
	D5-2 demonstrate factors that encourage movement			
////////////////////////////////////				
Safety		Task:	Virtue:	Value:
	D5-3 identify and follow rules, routines and procedures for safety in a variety of activities			
	D5-4 participate in, and identify the benefits of, safe warm-up and cool-down activities			
	D5-5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety			
////////////////////////////////////				
Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D5-6 set long-term goals to improve personal performance based on interests and abilities			
	D5-7 demonstrate different ways to achieve an activity goal that is personally challenging			
////////////////////////////////////				
Active Living in the Community		Task:	Virtue:	Value:
	D5-8 create a strategy to promote participation in physical activity within the school and the community			
	D5-9 identify factors made to be active within group or individual activities on a daily basis			