

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Big Ideas	The interpretation of a <b>text</b> depends as much on its structure and visual presentation as on its content.	Français langue seconde - immersion 5	oral, written, visual,	
Big Ideas	Aboriginal narratives are part of Canada's Francophone history and culture.	Français langue première 5		
Content	the development and evolution of Canadian identity over time	Social Studies 5	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ Changing government policies about the origin of immigrants and the number allowed to come to Canada</li> <li>○ immigration to BC, including East and South Asian immigration to BC</li> <li>○ the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)</li> <li>○ push and pull factors</li> <li>○ settlement pattern</li> <li>○ growth of cities, provinces, and</li> </ul> </li> </ul>	
Content	<b>the changing nature of Canadian immigration over time</b>	Social Studies 5		○

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Content	<b>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</b>	Social Studies 5	<p>territories as a result of immigration</p> <ul style="list-style-type: none"> <li>• Key questions: <ul style="list-style-type: none"> <li>○ Why did East and South Asians come to BC and Canada, and what challenges did they face?</li> <li>○ How has Canada’s identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?</li> </ul> </li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ historical wrongs against East and South Asian immigrants</li> <li>○ Indian Act</li> <li>○ Head Tax on Chinese immigrants</li> <li>○ numbered treaties with First Peoples</li> <li>○ treatment of Doukhobours</li> <li>○ 1884-85 famine</li> <li>○ 1907 Anti-Asian Riots</li> <li>○ Japanese and German internments</li> <li>○ reduction or relocation of First Nations reserves</li> </ul> </li> </ul>	○

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Content	<b>human rights and responses to discrimination in Canadian society</b>	Social Studies 5	<ul style="list-style-type: none"> <li>○ ethnic minorities denied the vote</li> <li>• Key questions: <ul style="list-style-type: none"> <li>○ What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)</li> <li>○ How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?</li> <li>○ What effects did residential schools have on First Nations families and communities</li> </ul> </li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ Canadian Charter of Rights and Freedoms</li> <li>○ LGBTQ rights and same-sex marriage</li> <li>○ gender equity</li> <li>○ racism</li> <li>○ religious freedoms</li> <li>○ freedom of speech</li> </ul> </li> </ul>	○

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Content	<b>levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</b>	Social Studies 5	<ul style="list-style-type: none"> <li>○ language rights</li> <li>○ protest movements</li> <li>○ examples of individuals who have fought for change and spoke out against injustice</li> <li>○ key provisions of the Canadian Charter of Rights and Freedoms</li> <li>○ the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)</li> <li>• Sample activities: <ul style="list-style-type: none"> <li>○ Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal</li> <li>○ Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)</li> <li>○ Through role-play, simulation, or case study, examine the</li> </ul> </li> </ul>	○

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Content	<b>participation and representation in</b>	Social Studies 5	<p>election process (e.g., different political parties, voting)</p> <ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)</li> <li>○ elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)</li> </ul> </li> <li>• Key question: <ul style="list-style-type: none"> <li>○ Which level of government has the most effect on your daily life?</li> </ul> </li> </ul>	○

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Content	Canada's system of government	Social Studies 5	<ul style="list-style-type: none"> <li>○ representative versus direct democracy</li> <li>○ electoral boundaries</li> <li>○ political parties</li> <li>○ electoral process</li> <li>○ alternative voting systems</li> <li>○ First Peoples governance</li> <li>• Sample activities: <ul style="list-style-type: none"> <li>○ Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)</li> <li>○ Identify significant natural resources in BC and Canada, including: <ul style="list-style-type: none"> <li>○ fish and marine resources</li> <li>○ forests</li> <li>○ minerals (e.g., diamonds, gold, asbestos, tin, copper)</li> <li>○ energy resources (e.g., natural gas, petroleum, coal, hydro)</li> </ul> </li> </ul> </li> <li>• Key questions:</li> </ul>	○
	resources and economic development in different regions of Canada			

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Content	<b>First Peoples land ownership and use</b>	Social Studies 5	<ul style="list-style-type: none"> <li>○ What natural resources are most important to the economy of your community?</li> <li>○ How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?</li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ treaties</li> <li>○ burial grounds</li> <li>○ housing</li> <li>○ hunting and fishing</li> <li>○ land claims disputes</li> </ul> </li> <li>• Key questions: <ul style="list-style-type: none"> <li>○ How do First Peoples balance economic development with traditional uses of the land?</li> <li>○ How fair has BC's treaty process been? Explain your answer.</li> </ul> </li> </ul>	○
Content	French alphabet	Core French 5	individual speech sounds (for example, <i>b, s, o</i> , nasal vowels, <i>r, u/ou</i> ); students are expected to be aware of and attempt to produce French phonemes, but	
Content	French <b>phonemes</b>	Core French 5		

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Content	<b>gender and number</b>	Core French 5	they are not expected to master them introduction to masculine and feminine forms of words (gender); for example, the determiners <i>le, la, un, une</i> ; singular and plural forms of words (number); for example, the determiners <i>un, une</i> versus <i>des</i> , and <i>le, la</i> versus <i>les</i>	
Content	<p>common, high-frequency vocabulary and sentence structures for communicating meaning:</p> <ul style="list-style-type: none"> <li>• asking and responding to <b>simple questions</b></li> <li>• <b>expressing basic information about themselves and others</b></li> <li>• <b>expressing likes, dislikes, and preferences</b></li> <li>• <b>providing simple descriptions</b></li> <li>• <b>describing common elements of cultural festivals and celebrations</b></li> </ul>	Core French 5	for example, <i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i> , basic expressions used in greetings, salutations, and getting to know others; for example, <i>Bonjour; Salut; Comment ça va?; Quel âge as-tu?; Je m'appelle...; J'ai _____ ans; Je suis...; J'aime...,</i> for example, <i>J'aime...; J'adore...; Je n'aime pas...; Je déteste...; Je préfère...</i> , using descriptive words, such as numbers, colours, sizes, and words for other physical attributes, for example, activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports	
Content	location of <b>Francophone and Francophone Métis</b>	Core French 5	Students should be introduced to some Francophone and Francophone Métis communities	

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Content	communities across Canada	Core French 5	<p>across Canada; for example, <i>les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois</i>, Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in <i>Île-à-la-Crosse</i> (Saskatchewan), <i>les Québécois</i></p> <p>for example, <i>le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival du Voyageur, le Festival du Bois, Métis Fest</i></p> <ul style="list-style-type: none"> <li>• counting: <ul style="list-style-type: none"> <li>○ multiples</li> <li>○ flexible counting strategies</li> <li>○ whole number benchmarks</li> </ul> </li> <li>• Numbers to 1 000 000 can be arranged and recognized: <ul style="list-style-type: none"> <li>○ comparing and ordering numbers</li> <li>○ estimating large quantities</li> </ul> </li> </ul>	•
Content	number concepts to 1 000 000	Mathematics 5	<ul style="list-style-type: none"> <li>• place value: <ul style="list-style-type: none"> <li>○ 100 000s, 10 000s, 1000s, 100s, 10s, and 1s</li> <li>○ understanding the relationship between digit places and their value, to 1 000 000</li> </ul> </li> <li>• First Peoples use unique counting systems (e.g., Tsimshian use of three counting systems, for animals, people and</li> </ul>	•

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Content	decimals to thousandths	Mathematics 5	things; Tlingit counting for the naming of numbers e.g., 10 = two hands, 20 = one person)	
Content	equivalent fractions	Mathematics 5	<ul style="list-style-type: none"> <li>Two equivalent fractions are two ways to represent the same amount (having the same whole).</li> </ul>	
Content	whole-number, fraction, and decimal <b>benchmarks</b>	Mathematics 5	<ul style="list-style-type: none"> <li>comparing and ordering of fractions and decimals</li> <li>addition and subtraction of decimals to thousandths</li> <li>estimating decimal sums and differences</li> <li>estimating fractions with benchmarks (e.g., zero, half, whole)</li> <li>equal partitioning</li> <li>using flexible computation strategies involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways,</li> </ul>	•
Content	addition and subtraction of <b>whole numbers</b> to 1 000 000	Mathematics 5	<ul style="list-style-type: none"> <li>regrouping</li> <li>estimating sums and differences to 10 000</li> <li>using addition and subtraction in real-life contexts and problem-based situations</li> <li>whole-class number talks</li> </ul>	•
Content	<b>multiplication and division</b> to three digits,	Mathematics 5	<ul style="list-style-type: none"> <li>understanding the relationships between</li> </ul>	•

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Content	including division with remainders	Mathematics 5	<p data-bbox="954 317 1263 457">multiplication and division, multiplication and addition, and division and subtraction</p> <ul data-bbox="906 468 1279 856" style="list-style-type: none"> <li data-bbox="906 468 1279 720">• using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition, repeated subtraction)</li> <li data-bbox="906 730 1279 856">• using multiplication and division in real-life contexts and problem-based situations</li> </ul>	•
Content	addition and subtraction of <b>decimals</b> to thousandths	Mathematics 5	<ul data-bbox="906 867 1279 1862" style="list-style-type: none"> <li data-bbox="906 867 1279 1119">• whole-class number talks</li> <li data-bbox="906 1129 1279 1255">• estimating decimal sums and differences</li> <li data-bbox="906 1266 1279 1392">• using visual models such as base 10 blocks, place-value mats, grid paper, and number lines</li> <li data-bbox="906 1402 1279 1528">• using addition and subtraction in real-life contexts and problem-based situations</li> <li data-bbox="906 1539 1279 1665">• whole-class number talks</li> <li data-bbox="906 1675 1279 1801">• Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts.</li> <li data-bbox="906 1812 1279 1862">• applying strategies and knowledge of addition and subtraction facts in real-life contexts and problem-based situations, as well as when making math-to-math connections (e.g., for <math>800 + 700</math>, you can annex the zeros and use</li> </ul>	•

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Content	multiplication and division <b>facts to 100</b> (emerging computational fluency)	Mathematics 5	<p>the knowledge of <math>8 + 7</math> to find the total)</p> <ul style="list-style-type: none"> <li>• Provide opportunities for concrete and pictorial representations of multiplication.</li> <li>• Use games to provide opportunities for authentic practice of multiplication computations.</li> <li>• looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation</li> <li>• Connect multiplication to skip-counting.</li> <li>• Connect multiplication to division and repeated addition.</li> <li>• Memorization of facts is not intended this level.</li> <li>• Students will become more fluent with these facts.</li> <li>• using mental math strategies such as doubling and halving, annexing, and distributive property</li> <li>• Students should be able to recall many multiplication facts by the end of Grade 5 (e.g., 2s, 3s, 4s, 5s, 10s).</li> <li>• developing computational fluency with facts to 100</li> </ul>	•
Content	rules for increasing and decreasing patterns with 5	Mathematics 5		

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	words, numbers, symbols, and variables			
Content	<b>one-step equations</b> with variables	Mathematics 5	<ul style="list-style-type: none"> <li>• solving one-step equations with a variable</li> <li>• expressing a given problem as an equation, using symbols (e.g., <math>4 + X = 15</math>)</li> </ul>	•
Content	area measurement of squares and rectangles	Mathematics 5	<ul style="list-style-type: none"> <li>• measuring area of squares and rectangles, using tiles, geoboards, grid paper</li> <li>• investigating perimeter and area and how they are related to but not dependent on each other</li> </ul>	•
Content	relationships between <b>area and perimeter</b>	Mathematics 5	<ul style="list-style-type: none"> <li>• use traditional dwellings</li> <li>• Invite a local Elder or knowledge keeper to talk about traditional measuring and estimating techniques for hunting, fishing, and building.</li> </ul>	•
Content	duration, using measurement of <b>time</b>	Mathematics 5	<ul style="list-style-type: none"> <li>• understanding elapsed time and duration</li> <li>• applying concepts of time in real-life contexts and problem-based situations</li> <li>• daily and seasonal cycles, moon cycles, tides, journeys, events</li> </ul>	•
Content	<b>classification</b> of prisms and pyramids	Mathematics 5	<ul style="list-style-type: none"> <li>• investigating 3D objects and 2D shapes, based on multiple attributes</li> <li>• describing and sorting quadrilaterals</li> </ul>	•

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Content	single <b>transformations</b>	Mathematics 5	<ul style="list-style-type: none"> <li>• describing and constructing rectangular and triangular prisms</li> <li>• identifying prisms in the environment</li> <li>• single transformations (slide/translation, flip/reflection, turn/rotation)</li> <li>• using concrete materials with a focus on the motion of transformations</li> <li>• weaving, cedar baskets, designs</li> </ul>	•
Content	one-to-one correspondence and <b>many-to-one correspondence</b> , using double bar graphs	Mathematics 5	<ul style="list-style-type: none"> <li>• many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies)</li> </ul>	•
Content	<b>probability experiments</b> , single events or outcomes	Mathematics 5	<ul style="list-style-type: none"> <li>• predicting outcomes of independent events (e.g., when you spin using a spinner and it lands on a single colour)</li> <li>• predicting single outcomes (e.g., when you spin using a spinner and it lands on a single colour)</li> <li>• using spinners, rolling dice, pulling objects out of a bag</li> <li>• representing single outcome probabilities using fractions</li> </ul>	•
Content	<b>financial literacy</b> — monetary calculations, including making change with amounts to	Mathematics 5	<ul style="list-style-type: none"> <li>• making monetary calculations, including making change and decimal notation to</li> </ul>	•

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Content	<p>1000 dollars and developing simple financial plans</p> <p>elements and principles that together create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> <li>• <b>dance: body, space, dynamics (dance), time, relationships, form, and movement principles</b></li> <li>• drama: <b>character</b>, time, place, plot, tension, mood and focus</li> <li>• music: beat/pulse, <b>metre, duration, rhythm (music), tempo, pitch, timbre, dynamics</b></li> </ul>	Arts Education 5	<p>\$1000 in real-life contexts and problem-based situations</p> <ul style="list-style-type: none"> <li>• applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change</li> <li>• making simple financial plans to meet a financial goal</li> <li>• developing a budget that takes into account income and expenses</li> </ul> <p>the elements of dance are universally present in all dance forms and grow in sophistication over time, what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc., where the body is moving, including place, level, direction, pathway, size/reach, shape, etc., how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound), how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns, with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments, The shape or structure of a dance; the orderly arrangement of thematic</p>	

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	<p>(music), form (music), texture</p> <ul style="list-style-type: none"> <li>visual arts: elements of design: line, shape, space, texture, colour, <b>form (visual arts), value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm (visual arts), unity, harmony, variety</b></li> </ul>		<p>material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract, alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination, in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another, groupings or patterns of strong and weak beats, the length of a sound or silence in relation to the beat, the arrangement of sounds and silences over time, the frequency or speed of the beat, how high or low a note is, the characteristic quality of a sound independent of pitch and dynamics; tone colour, relative and changing levels of sound volume (e.g., <i>forte, piano, decrescendo</i>), the structure of a musical work (e.g., ABA, rondo form), simultaneous layering of sounds (e.g., multi-part music making), the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric, describes lightness or darkness, the planned use of the visual elements to achieve a desired effect, a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical), a design in which shapes, colours or lines repeat with regularity,</p>	

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Content	processes, materials, <b>technologies</b> , tools and techniques to support creative works	Arts Education 5	<p>using the same object, colour, marking, or type of line more than once, the combination of pattern and movement to create a feeling of organized energy, these concepts are closely related and often overlap; elements are used to create a sense of completeness</p> <p>includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items</p>	
Content	<b>choreographic devices</b>	Arts Education 5	<p>ways of developing movement (e.g., change level, dynamics, time, size, repetition)</p>	
Content	a variety of <b>dramatic forms</b>	Arts Education 5	<p>a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts</p>	
Content	<b>notation</b> in music and dance to represent sounds, ideas, movement, elements, and actions	Arts Education 5	<p>any written, visual, or kinetic form of representing music compositions; for example, invented and standard notation can be used to represent rhythmic and melodic patterns; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in</p>	

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Content	<b>image development strategies</b>	Arts Education 5	drama this can include diagrams indicating stage directions processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)	
Content	<b>symbolism</b> and metaphor to explore ideas and perspective	Arts Education 5	use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)	
Content	traditional and contemporary <b>Aboriginal arts</b> and arts-making processes	Arts Education 5	dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition	
Content	a variety of regional and national <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places	Arts Education 5	the results of creative processes in disciplines such as dance, drama, music, and visual arts	
Content	<b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment	Arts Education 5	ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials, includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource	
Content	Story/text	English Language Arts 5	such as narrative, exposition, report, purposes of text, literary or thematic categories such as fantasy, humour, adventure,	

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Content	<ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• <b>literary elements</b></li> <li>• <b>literary devices</b></li> <li>• perspective/point of view</li> </ul>	English Language Arts 5	<p>biography, <i>Text</i> and <i>texts</i> are generic terms referring to all forms of oral, written, visual, and digital communication:</p> <ul style="list-style-type: none"> <li>• Oral texts include speeches, poems, plays, and oral stories.</li> <li>• Written texts include novels, articles, and short stories.</li> <li>• Visual texts include posters, photographs, and other images.</li> <li>• Digital texts include electronic forms of all the above.</li> <li>• Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</li> </ul>	
	Strategies and processes	<ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul>	English Language Arts 5	<p>, how text and visuals are displayed, narrative structures and characterization, sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)</p> <p>using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences, focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, talking and thinking about learning (e.g.,</p>

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Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>paragraphing</b></li> <li>• sentence structure and <b>grammar</b></li> <li>• <b>conventions</b></li> </ul>	English Language Arts 5	<p>through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer, may include revising, editing, considering audience</p> <p>including tone, volume, inflection, pace, gestures, development of paragraphs that have a topic sentence and supporting details, parts of speech; past, present, and future tenses; subject-verb agreement, common practices in punctuation (e.g., uses of the comma, quotation marks for dialogue, uses of the apostrophe in contractions); in capitalization in titles, headings, and subheadings; and in Canadian spelling</p>	
Content	<p>basic structures and functions of body systems:</p> <ul style="list-style-type: none"> <li>• <b>digestive</b></li> <li>• <b>musculo-skeletal</b></li> <li>• <b>respiratory</b></li> <li>• <b>circulatory</b></li> </ul>	Science 5	<p>mouth, stomach, intestines, etc., muscles and skeleton, trachea, lungs and diaphragm, heart, blood, blood vessels</p>	
Content	<b>solutions and solubility</b>	Science 5	<ul style="list-style-type: none"> <li>• solutions (e.g., apple juice, coffee) that can be separated through distillation, evaporation, and crystallization</li> <li>• solubility of solids, liquids, and gases (e.g., salt [solid], honey [liquid], carbon dioxide [gas in water makes pop])</li> </ul>	•

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Content	properties of <b>simple machines</b> and their <b>force effects</b>	Science 5	<ul style="list-style-type: none"> <li>properties of solutions: concentration, pH, etc.</li> <li>dissolving: process of forming a solution</li> </ul> levers, wedge, inclined plane, wheel and axle, pulley, and screw, force effects include changing direction and multiplying force	
Content	machines: <ul style="list-style-type: none"> <li><b>constructed</b></li> <li><b>found in nature</b></li> </ul>	Science 5	combinations of simple machines form complex machines, the lever is the basis of nearly every aspect of the musculo-skeletal system	
Content	<b>power</b> - the rate at which energy is transferred	Science 5	examples include students racing up a hill, machine power ratings, motors	
Content	the rock cycle	Science 5		
Content	local types of <b>earth materials</b>	Science 5	include mineral, rock, clay, boulder, gravel, sand, soil	
Content	First Peoples concepts of <b>interconnectedness</b> in the environment	Science 5	everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them	
Content	the nature of sustainable practices around BC's resources	Science 5		
Content	First Peoples knowledge of sustainable practices communication strategies:	Science 5	the recipient is physically and intellectually engaged, and reacts to what is heard ,	
Content	<ul style="list-style-type: none"> <li><b>active listening</b></li> <li>consideration of other people's perspectives</li> <li><b>registers of language</b></li> <li>self-correction</li> </ul>	Français langue seconde - immersion 5	<ul style="list-style-type: none"> <li>colloquial language: language that does not conform to proper usage, is spoken between friends, and can include slang or popular expressions</li> </ul>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	cultural and historical elements	Français langue seconde - immersion 5	<ul style="list-style-type: none"> <li>standard language: language that conforms to proper usage and is used in daily life</li> <li>examples: colloquial: "<i>Ché pas où est ton bouquin.</i>" standard: "<i>Je ne sais pas où est ton livre.</i>"</li> </ul>	
Content	literary elements: <ul style="list-style-type: none"> <li><b>characteristics of the comic book</b></li> <li><b>characteristics of the biography</b></li> </ul>	Français langue seconde - immersion 5	panels, characters, dialogue, text/image relationship, ellipsis, onomatopoeia, personification, etc., point of view, historical setting, quotations, references, etc.	
Content	text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>structure of informational texts</b></li> <li>chronological organization</li> <li>bibliographies</li> <li><b>punctuation</b></li> </ul>	Français langue seconde - immersion 5	setting, inciting incident, rising action, falling action and resolution, thematic progression, quotation marks, colon and parentheses	
Content	language elements: <ul style="list-style-type: none"> <li><b>adverbs</b></li> <li><b>simple relative pronouns</b></li> <li><b>negation</b></li> <li>verb moods and tenses associated</li> </ul>	Français langue seconde - immersion 5	time, place, manner, quantity, cause and result, <i>qui, que, quoi, dont</i> and <i>où, ne...plus, ne...jamais, ne...rien</i>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<p>with the genres being studied</p> <p><b>revision strategies</b></p>	<p>Français langue seconde - immersion 5</p>	<p>rereading, consulting reference tools, using a revision grid, etc.</p> <p>Examples:</p>	
Content	<p>Personal Development</p> <ul style="list-style-type: none"> <li>• <b>goal-setting strategies</b></li> <li>• problem-solving and decision-making strategies</li> <li>• <b>emergent leadership skills</b></li> </ul>	<p>Career Education 5</p>	<ul style="list-style-type: none"> <li>• Review and identify the steps required to help achieve short-term and long-term goals</li> <li>• S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely)</li> </ul> <p>, communication, motivation, direction, support, initiative, etc.</p>	
Content	<p>Connections to Community</p> <ul style="list-style-type: none"> <li>• <b>cultural and social awareness</b></li> <li>• generational roles and responsibilities</li> <li>• safety hazards and rules at school, at home, and in the community</li> </ul>	<p>Career Education 5</p>	<p>achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</p>	
Content	<p>proper technique for fundamental movement skills, including <b>non-locomotor, locomotor, and manipulative</b> skills</p>	<p>Physical and Health Education 5</p>	<p>movements performed “on the spot” without travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <li>• balancing</li> <li>• bending</li> </ul>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<b>movement concepts and strategies</b>	Physical and Health Education 5	<ul style="list-style-type: none"> <li>• twisting</li> <li>• lifting</li> </ul> <p>, movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• jumping</li> <li>• hopping</li> <li>• running</li> <li>• galloping</li> </ul> <p>, movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:</p> <ul style="list-style-type: none"> <li>• bouncing</li> <li>• throwing</li> <li>• catching</li> <li>• kicking</li> <li>• striking</li> </ul> <p>include:</p> <ul style="list-style-type: none"> <li>• body awareness (e.g., parts of the body, weight transfer)</li> <li>• spatial awareness (e.g., general spacing, directions, pathways)</li> <li>• effort awareness (e.g., speed, force)</li> <li>• relationships to/with others and objects</li> </ul> <p>, plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away</p>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	ways to <b>monitor and adjust physical exertion levels</b>	Physical and Health Education 5	<p>from an opponent to receive a pass) could include:</p> <ul style="list-style-type: none"> <li>• using heart rate monitors</li> <li>• checking pulse</li> <li>• checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)</li> </ul> <p>activities that can be done individually and/or with others; could include:</p> <ul style="list-style-type: none"> <li>• jumping rope</li> <li>• swimming</li> <li>• running</li> <li>• bicycling</li> <li>• Hula Hoop</li> </ul>	•
Content	how to participate in different types of physical activities including <b>individual and dual activities, rhythmic activities, and games</b>	Physical and Health Education 5	<p>, activities designed to move our bodies in rhythm could include:</p> <ul style="list-style-type: none"> <li>• dancing</li> <li>• gymnastics</li> </ul> <p>, types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> <li>• tag</li> <li>• parachute activities</li> <li>• co-operative challenges</li> <li>• Simon Says</li> <li>• team games</li> <li>• traditional Aboriginal games</li> </ul>	•
Content	differences between the <b>health components of fitness</b>	Physical and Health Education 5	five different aspects that influence overall health and effect our ability to meet the	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	training principles to enhance personal fitness levels, including the <b>FITT principle</b>	Physical and Health Education 5	<p>physical demands of everyday living; include:</p> <ul style="list-style-type: none"> <li>• muscular strength — exerting maximal force to lift and/or move an object (e.g., completing one push-up)</li> <li>• muscular endurance — ability of the muscles to exert submaximal force over a prolonged period of time (e.g., doing more than one push-up)</li> <li>• cardiovascular endurance — ability of the heart and lungs to work together and provide blood and oxygen to the working muscles over a period of time (e.g., jogging)</li> <li>• flexibility — the ability of a joint and the surrounding muscles to move through a full range of motion (e.g., stretching)</li> <li>• body composition — the ratio of fat tissue to fat-free body tissue</li> </ul> <p>a guideline to help develop and organize personal fitness goals based on:</p>	•
			<ul style="list-style-type: none"> <li>• Frequency — how many days per week</li> <li>• Intensity — how hard one exercises in the activity (e.g., percentage of maximum heart rate)</li> <li>• Type — the type of activity or exercise,</li> </ul>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<b>benefits</b> of physical activity and exercise	Physical and Health Education 5	focusing on the fitness goal (e.g., jogging for cardio endurance) <ul style="list-style-type: none"> <li>• Time — how long the exercise session lasts</li> </ul> could include: <ul style="list-style-type: none"> <li>• developing a stronger heart, muscles, and bones</li> <li>• burning off excess energy</li> <li>• helping focus attention more in class</li> <li>• promoting optimal growth and development</li> <li>• helping us feel good</li> <li>• lowering stress levels</li> <li>• having fun with friends</li> </ul>	•
Content	<b>food choices</b> to support active lifestyles and overall health	Physical and Health Education 5	include: <ul style="list-style-type: none"> <li>• local and seasonal foods</li> <li>• whole/natural foods versus processed foods</li> </ul> prevention practices could include: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• covering mouth when coughing</li> <li>• washing hands after sneezing and/or coughing</li> <li>• staying away from others when sick</li> </ul>	•
Content	practices that promote health and well-being, including those that <b>prevent communicable</b> and <b>non-communicable illnesses</b>	Physical and Health Education 5	, prevention practices could include: <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• stress management</li> </ul>	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<b>sources of health information and support services</b>	Physical and Health Education 5	<ul style="list-style-type: none"> <li>• regular sleep patterns</li> </ul> <p>could include:</p> <ul style="list-style-type: none"> <li>• medical professionals</li> <li>• trusted adults</li> <li>• medical clinics</li> <li>• community support services</li> </ul>	•
Content	<b>strategies to protect themselves and others</b> from potential abuse, exploitation, and harm in a variety of settings	Physical and Health Education 5	<ul style="list-style-type: none"> <li>• knowing their right not to be abused</li> <li>• being assertive</li> <li>• avoiding potentially unsafe situations</li> <li>• safe use of the Internet</li> <li>• identifying tricks and lures used by predators</li> </ul> <p>could include:</p>	•
Content	factors influencing use of <b>psychoactive substances</b> , and potential harms	Physical and Health Education 5	<ul style="list-style-type: none"> <li>• alcohol</li> <li>• tobacco</li> <li>• illicit drugs</li> <li>• solvents</li> </ul>	•
Content	<b>physical, emotional, and social</b> changes that occur during puberty, including those involving <b>sexuality</b> and <b>sexual identity</b> , and changes to relationships	Physical and Health Education 5	<p>how students' bodies are growing and changing during puberty, how students' thoughts and feelings might evolve or change during puberty, how students interact with others and how their relationships might evolve or change during puberty, having a capacity for sexual feelings, a component of an person's identity that reflects his or her sexual self-concept</p>	
Content	<p>text organization:</p> <ul style="list-style-type: none"> <li>• <b>narrative structure</b></li> <li>• <b>structure of running text</b></li> </ul>	Français langue première 5	<p>setting, inciting incident, rising action, falling action, resolution, introduction, development, conclusion, a function of discourse markers and punctuation</p>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<ul style="list-style-type: none"> <li>• <b>textual coherence</b></li> <li>• chronological organization</li> <li>• bibliographies</li> </ul> <p>literary elements:</p> <ul style="list-style-type: none"> <li>• <b>elements of oral tradition in Aboriginal texts</b></li> <li>• <b>characteristics of the legend</b></li> <li>• <b>characteristics of the biography and autobiography</b></li> </ul>	Français langue première 5	oral narratives, songs, circular thinking, etc., blending of the real and the fantastic; oral expression and dramatization; portrayal of a society, culture, or era in a story, first-person and third-person viewpoints, linearity, flashbacks and flash forwards	
Content	<p>language elements:</p> <ul style="list-style-type: none"> <li>• structure of the comparative and superlative</li> <li>• qualifying adjectives and their grammatical function</li> <li>• adverbs and their grammatical function</li> <li>• <b>sequence of tenses</b></li> </ul>	Français langue première 5	e.g., present indicative (“présent de l’indicatif”), present perfect (“passé composé”), imperfect (“imparfait”), and near future (“futur proche”)	
Content	<p>strategies studied:</p> <ul style="list-style-type: none"> <li>• <b>communication and socialization</b></li> <li>• <b>reading</b></li> <li>• <b>writing</b></li> </ul>	Français langue première 5	reformulation, prior knowledge, visualization, prediction, asking questions, main idea, making connections, important information, inference, referents, planning, draft, correction, writing, revision, publication	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Curricular Competency	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	Social Studies 5		
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 5		Communicating and documenting
Curricular Competency	Identify the cultural and historical elements in Aboriginal and other <b>texts</b> , to put them into context	Français langue seconde - immersion 5	oral, written, visual	Exploring and Reflecting
Curricular Competency	Demonstrate how Aboriginal legends reflect specific beliefs.	Français langue première 5		Exploring and Reflecting
Curricular Competency	Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures.	Français langue première 5		Exploring and Reflecting